

NOTICE OF MEETING

**There will be a meeting of the Senate
on, Friday, October 29, 2021, at 2:30 p.m.**

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

AGENDA

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meeting of October 8, 2021** S211008M
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
 - 4.1 Candidates for Degrees, Diplomas, and Certificates – Fall 2021** **Robert Gordon-Approval**
S211029-4.1
 - *4.2 Board of Governors In-Course Medals – Fall 2021** **Robert Gordon-Approval**
S211029-4.2
- 5 Reports/New Business**
 - 5.1 Report from the Student Presidents** **UWSA/GSS/OPUS-Information**
(UWSA, GSS, OPUS)
 - 5.2 Report of the President** **Robert Gordon**
 - 5.3 Report of Vice-President, Equity, Diversity, and Inclusion** **Clinton Beckford**
 - 5.4 Report of the Academic Colleague** **Philip Dutton**
 - 5.5 Senate Student Caucus** **Dave Andrews**
 - 5.6 Program Development Committee**
 - *5.6.1 Program/Course Changes** **Greg Chung-Yan-Approval**
S211029-5.6.1a-d
 - *a) Nursing – New Course Proposals (Form D)**
 - *b) Faculty of Arts Humanities and Social Sciences/Political Science – New Course Proposal (Form D)**
 - *c) Faculty of Arts Humanities and Social Sciences – New Course Proposal (Form D)**
 - *d) Nursing (Graduate) – New Course Proposal (Form D)**
 - *5.6.2 Learning Outcomes** **Greg Chung-Yan-Information**
S211029-5.6.2
 - *a) Visual Arts – Program Learning Outcomes**
 - 5.6.3 Master of Science in Translational Health Sciences – New Program Proposal (Form A) and New Course Proposals (Form D)** **Greg Chung-Yan-Approval**
S211029-5.6.3

- 5.7 **Academic Policy Committee**
 - 5.7.1 **Student Awards and Financial Aid Annual Report (2020-2021)** **Antonio Rossini**-Information
S211029-5.7.1

- 5.8 **Senate Governance Committee**
 - 5.8.1 **Senate Meeting Scorecard** **Rob Gordon**
Rob Gordon-Approval
S211029-5.8.1

- 5.9 **Report of the Provost**
 - 5.9.1 **COVID-19 – Update** **Patti Weir**-Information

 - 5.9.2 **Update on: Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada’s 13 Principles on Indigenous Education** **Patti Weir**-Discussion
S211029-5.9.2

- 5.10 **Report of Vice-President, Research, and Innovation** **K W Michael Siu**

- 6 **Question Period/Other Business**

- 7 **Adjournment**

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.

**University of Windsor
Senate**

4.1: **Candidates for Degrees, Diplomas, and Certificates – Fall 2021**

Item for: **Approval**

Forwarded by: **Robert Gordon**

MOTION 1: That Senate approve the slate of candidates for the Fall 2021 Convocation in the:

- **Faculty of Arts, Humanities and Social Sciences**
- **Odette School of Business**
- **Faculty of Education**
- **Faculty of Engineering**
- **Faculty of Human Kinetics**
- **Faculty of Law**
- **Faculty of Nursing**
- **Faculty of Science**

MOTION 2: That Senate approve the candidates receiving Board of Governors medals (page 10 of program) and the candidates receiving the Governor General's Gold Medal (pages 8-9 of program).

MOTION 3: That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.

See attached for Fall 2021 Convocation Program, which includes the slate of candidates for graduation and award recipients.



116th FALL 2021

Convocation



University
of Windsor

convocation.uwindsor.ca



CONGRATULATIONS

Class of

2021





MARY JO HADDAD
Chancellor

MESSAGE FROM THE CHANCELLOR

Dear Graduates,

With admiration and tremendous pride, we celebrate the Class of 2021! In a year like no other, we will celebrate virtually as COVID-19 continues to disrupt our daily lives and the traditions we hold dear. Our collective pride in all that you have achieved could not be stronger.

You have been on an extraordinary journey at the University of Windsor where you have embraced new and unprecedented ways of learning, engaged with a diverse community of learners and teachers and developed relationships that you will cherish for a lifetime.

The days ahead are full of hope as we come together to build a safer, more equitable and prosperous world. No doubt the challenges are extensive but so too are the opportunities to leave your mark on a world that needs your talent and innovative solutions, your vision and leadership and importantly, your humanity.

Your commitment and tenacity, graduating with a degree from the University of Windsor, at a time of tremendous change and in a world that has forever changed has given you a strong foundation and enabled your future success.

I hope you leverage all of the knowledge you have gained, the skills you have learned and the relationships you have fostered in your journey ahead. Be proud of the resilience you have demonstrated and the growth you have achieved, and embrace the future with confidence.

To each of you, our Fall 2021 graduates, may your journey continue to be rewarding, and may you look back on your years at the University of Windsor with tremendous pride.

Most sincerely,

Mary Jo Haddad, CM, LLD, MHSc, BScN
Chancellor

JOIN THE CONVERSATION

#UWIN GRAD21

MESSAGE FROM THE PRESIDENT

Dear Graduates,

I want to wish my heartfelt congratulations to all of you on your accomplishments during your time here at the University of Windsor. And to officially welcome you into the graduating Class of 2021.

I would also like to say this knowing it includes the best wishes of every one of the faculty, staff and fellow students who contributed to your achievements. To reach this point in your life, you've worked incredibly hard, and your determination and dedication have paid off. Celebrating Convocation is proof that you've succeeded.

That's why your University of Windsor family is so proud - and yes, excited - that we have been able to provide you with a virtual Convocation this Fall - despite the uncertain and often difficult times we've faced throughout 2020-21 and continue to deal with.

It's not the traditional Convocation that we'd all rather be taking part in, but we do hope our virtual event means that your family, your friends and those people who have been instrumental in helping you reach this important milestone in your life can share in your accomplishments.

Our virtual Convocation has also given you the opportunity to share this special time with many other of our graduates from across the globe. The University of Windsor Class of 2021 includes over 1,300 graduates. And all of you will be joining an Alumni family that now numbers more than 150,000.

Now it's time to move forward and take the confidence and experiences you've forged at the University of Windsor with you. You are ready to make a significant and lasting impact on your community, our region and your country - wherever you may be. We are so proud of you, and we cannot wait to see how your stories unfold.

And here's something you can count on - All of us at the University of Windsor will be thinking of you in the days ahead. And if you need us, we'll be here for you.

Congratulations,

Robert Gordon, PhD, MSc, BSc
President & Vice-Chancellor
University of Windsor



ROBERT GORDON
President and Vice-Chancellor



CONVOCATION AT THE UNIVERSITY OF WINDSOR

The University of Windsor, like all North American universities, is a product of medieval Europe. The structure of a university has remained unchanged from its emergence in Paris and Bologna in the late twelfth century. The ceremony of Convocation (the calling-together of an academic assembly) is replete with reflections of this medieval background.



THE MACE

The mace is a staff symbolizing authority. In days of knighthood, it was a weapon, but after the sixteenth century, it became solely a symbol of authority carried by a distinguished member of the assembly or, as in our case, the faculty.

The mace represents continuity and stability in an ever-changing world. The Mace-bearer or Beadle symbolically ensures order. Our Mace-bearer carries the mace in the Convocation procession preceding the Chancellor and the President and Vice-Chancellor.

LAND ACKNOWLEDGMENT

We acknowledge that we are gathered on the traditional territory of the Three Fires Confederacy of First Nations: the Ojibwa, the Odawa, and the Potawatomi. As we make this land acknowledgment, it is important that we continue to do the work to address systemic and historic injustices that Indigenous peoples have experienced.

116th FALL 2021 Convocation

Presiding

The Chancellor

DR. MARY JO HADDAD

and

President and Vice-Chancellor

DR. ROBERT GORDON

Territorial Acknowledgment

DR. MARY JO HADDAD

Beadle

DR. VICTORIA PARASCHAK

Professor, Faculty of Human Kinetics

Reflection

LORRAINE GRONDIN

Acting University Registrar

Indigenous Welcome

MYRNA KICKNOSWAY

Resident Elder, Faculty of Law



University
of Windsor

DR. SARAH LAROCQUE: GOVERNOR GENERAL'S GOLD MEDAL



Dr. Sarah Larocque's nomination was based on an exemplary academic record and scholarly achievements as an early career researcher. As a graduate student in GLIER's PhD program, she met key benchmarks in a timely manner and completed all program requirements within five years.

Over this time, Sarah excelled in research, authoring seven articles published in peer-reviewed literature with additional articles submitted for consideration.

Dr. Larocque's doctoral research has been disseminated through top disciplinary journals and has direct implications for management and restoration efforts for Atlantic salmon in Lake Ontario. Working with collaborators at the Ontario Ministry of Natural Resources and Fisheries and US counterparts ensured that the research was responsive to management needs to protect this important recreational Great Lakes fishery. This training served well to prepare her for her present role as an Aquatic Biologist with Fisheries and Oceans Canada.

In addition, she regularly presented her research at scholarly conferences. Over the course of Dr. Larocque's graduate studies, she was the recipient a Lum Clarke Research Excellence award from GLIER, a QEII Graduate scholarship, an NSERC doctoral scholarship and an International Association for Great Lakes Research Scholarship in 2018 recognizing dissertation research likely to make a significant contribution to the understanding of large lakes.

Sarah also made a commitment to professional service during her PhD. She was elected a student board member to the International Association for Great Lakes Research where she served as Chair of the Awards Committee. Considering Dr. Sarah Larocque's outstanding record of scholarship at the doctoral level, the Governor General's Gold Medal is a fitting tribute recognizing extraordinary accomplishments as an early career researcher.

YUNYUN WU: GOVERNOR GENERAL'S GOLD MEDAL



Dr. Yunyun Wu is simply an exceptional researcher who achieved outstanding success in research while maintaining the highest standards of academic excellence. Her ground-breaking research on wearable electronics not only ignited exciting new research directions in the scientific community, but also contributed to strengthen our institution's research reputation worldwide.

Dr. Wu received her Bachelor of Solid-State Electronic Engineering in 2015 at the University of Electronic Science and Technology of China with a National Scholarship.

She spent the summer of 2014 at the University of Windsor through the Mitacs Globalink Program in the lab of Dr. Tricia Carmichael in the Department of Chemistry and Biochemistry at the University of Windsor. She returned to this lab in 2016 as a graduate student.

During her doctoral studies, Dr. Wu was awarded an International Entrance Scholarship, a Mitacs Graduate Fellowship, an Ontario Graduate Scholarship, and several other honours including two awards for presentations of her research at national conferences.

Dr. Wu is a leader in the field of wearable electronics. During her PhD studies, she pioneered new ways to make electronic textiles such as stretchable batteries integrated into fabrics and clothing that emits light. These exciting technologies captured the attention of the media, receiving extensive coverage from outlets around the world.

Yunyun has published 13 papers in top-tier journals and presented her research at national and international conferences. As a result of her contributions and expertise, she has co-authored several papers on her perspective on the field of wearable electronics and outlook for the future.

Dr. Wu is also a strong and organized communicator of science. Her ability to take scientific research and transform it into a clear, accessible written document or presentation is at the level of senior faculty members. She is an excellent team member who has mentored many undergraduate and graduate students over the years, providing thoughtful training and guidance. Her stellar research and academic record resulted in the award of a Mitacs Globalink Fellowship for a postdoctoral fellowship, which she has taken up at Northwestern University in the group of Professor John A. Rogers, the world leader in bioelectronics and wearable electronics.

Dr. Wu has a bright future in science, and we offer our sincere congratulations and well-wishes for continued success.

FIRST SESSION

NOVEMBER 5, 2021 AT 4 P.M., EDT

ENGINEERING

Dean of the Faculty of Engineering: Dr. Bill Van Heyst
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

Convocation Address

DR. MEHRDAD SAIF

BOARD OF GOVERNORS' MEDALS

Board of Governors' Medals are awarded to the graduating undergraduate students who have achieved the highest academic standing in the faculty.

CIVIL AND ENVIRONMENTAL ENGINEERING

Graduating with Honours – Civil Engineering Co-operative Education – ALESSANDRO GIANNI KERR with Great Distinction

ELECTRICAL AND COMPUTER ENGINEERING

Graduating with Honours - Electrical Engineering Co-operative Education - DANTE RINO BISETTO - with Great Distinction

MECHANICAL, AUTOMOTIVE & MATERIALS ENGINEERING

Graduating with Honours - Mechanical Engineering with Aerospace Optio Co-operative Education – JUSTIN NEUFELD with Great Distinction

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Civil Engineering

Subhadip Das
Wake Characteristics of Wall-Mounted Finite Solid and Foam-Covered Cylinders

Electrical Engineering

Elvin Eziama
Emergency Evaluation in Connected and Automated Vehicles

Ze Li
Novel Multi-Parameter Estimation Scheme Towards Multi-Phase PMSM Performance Improvement and Thermal Protection

Neda Rezaei
Design and Implementation of Low Power SRAM Using Highly Effective Lever Shifters

Tareq Muhammad Supon
A Design for Test and Security Methodology for Integrated Circuits

Hamidreza Esmaeili Taheri
Design of Low-Power, High-Resolution Readout Circuits for Capacitive Sensing

Engineering Materials

Luyang Ren
Interfacial Heat Transfer In Squeeze Casting of Cast AL Alloy A380 and MG Alloy AZ91 and Wrought Alloy AZ31

Environmental Engineering

Dariush Karimi
Comparison of Thermophilic and Mesophilic Anaerobic Digestion for Simulated Thin Stillage in Fluidized Bed Reactors

Industrial and Manufacturing Systems Engineering

Saleh Mahfoudh Bagalagel
Decision-Making Framework for Circular Economy in Remanufacturing

Mechanical Engineering

John Alexander Magliaro
Development of Superior Energy Absorbing Devices with Adaptive Capabilities Utilizing Hybrid Cutting/Clamping Deformation Modes

MASTER OF APPLIED SCIENCE

Automotive Engineering (International)

Yihong Chen
Silvio Da Col

Filippo Jones

Gabriele Rosso
Zachary Richard Sinasac

Civil Engineering

Kiran Kumar Galla
Kshitij Ghanate
Labiba Rafa Kalam

Farah Abdi Mohamed
Zahra Mokhtari Salehabadi
Mohammadsina Semnarshad
Shivam Sharma

Tingzhou Tong
Brodie Murray Jacobus Van Boxel
Hui Yang

Electrical Engineering

Soumava Bhattacharjee
Joan Anibal Taveras Benitez
Marzieh Abaspour Ghadi
Humaira Naimi
Prit Ghanshyambhai Patel

Prarthana Pillai
Mukesh Arvind Raju
Luca Saeid
Mohammadreza Safi

Sahereh Sahandabadi
Nishat Sultana
Xiaohao Sun
Siddharth Swaminathan
Manisha Alkarim Thobhani

Engineering Materials

Yintian Fu

Yuxian Li

Jiayi Sun

Environmental Engineering

Ashnabanu Jariwala

Guochen Zhang

*Industrial Engineering*Selena Celic
Israa El-SabbaghZiad Omar
Jashwant Thota*Mechanical Engineering*Saarah Akhand
Zilang Chen
Duy-Khang Dang
Raghuveera Sai Sarath Dittakavi
Mofiyinoluwa Oluwatobi Folami
Anthony Gnanesh GudiseyNupur Gupta
Md Sirajul Islam
Mohammadreza Babaei Jamnani
Chang Kyun Kang
Mayur Panduranga Kodikal
Akash MathewGnanesh Nagesh
Behnam Riazi
Jiaming Zhang
Tianyi Zhao
Kevin Jacek Zielinski**MASTER OF ENGINEERING***Civil Engineering*Khushi Ahir
Ravi Dineshbhai Ahir
Tashfia Akter
Amro Samir Alsabbagh
Ashok Kumar Sundhara Bharathi
Nidhi Ketankumar Bhatt
Muhammad Bilal
Piyush Dhanrajbhai Chaudhari
Sujal Sanjaykumar Chordiya
Nihal Steve Dsouza
Syed Junaid Syed Fakruddin
Payal Vilaschandra GoreFairoosa Hussain
Ankit Babubhai Italiya
Jemish Karshanbhai Kalathiya
Thanveer Ahamed Khajahussain
Charoo Dharmendrakumar Malwa
Srivenkatesh Mandapaka
Arian Mehravar
Kush Rajnikant Modi
Arth Milankumar Patel
Hardik Mahendrakumar Patel
Jaykumar Jitendra Patel
Kevin Jatinkumar Patel
Pooja Hareshkumar PatelShivankar Pulluri
Pratik Lalitbhai Rathod
Mahammadwasim Salim Shaikh
Krishnanjana Kandarath Shibu
Arshdeep Singh
Kiranbir Singh
Simranjit Singh
Siddharth Paresh Soni
Usha Unnikrishnan
Bhaves Harishbhai Vaghela
Preyashkumar Shaileshbhai Vitha
Xionghui Xie*Electrical and Computer Engineering*Arishah Ahmed
Dhruvil Kantibhai Amin
Karthick Ariyaratnam
Muhammad Annas Aziz
Vathsalya Bayya
Balsharan Singh Bedi
Fairy Vipinbhai Bhagat
Rupal Parth Bhalani
Sanjay Bharathi
Samarth Chandreshkumar Bhatt
Dhruv Girishbhai Bhavsar
Surendra Bolla
Mengshan Cao
Monish Challa
Saumilkumar Girdharlal Chaniyara
Ayushi Deepakbhai Chaudhary
Hitesh Jethabhai Chaudhary
Manoj Chevula
Kasiannapurna Chittineni
Yashwanth Lakshmanan Chockalingam
Vidit Sanjay ChoksiSrividya Dandu
Dhruv Kamleshkumar Darji
Rutvik Sanjaykumar Darji
Harmeet Kalpeshkumar Desai
Rutwik Bhupendrakumar Desai
Sai Ramana Dhanekula
Amarpreet Kaur Dhillon
Yun Ge
Nanda Kishore Ghanta
Dona Reetha Dominic
Richa Sunilkumar Gupta
Venkatesh Gurrana
Md Shadman Tajwar Haque
Dipesh Suresh Jadhav
Amith Keloth Kaitheri
Kirandeep Kaur
Shivam Kharva
Aneri Rakeshbhai Kotadia
Rashmi Krishnamohan
Manoj Kumar
Amalan MadasamyNithin Makkina
Virain Malhotra
G N Venkata Lakshmi Jagadeesh Medavarapu
Neha Rao Moka
Sri Valli Naga Vaishnavi Mullapudi
Matthew Mustapic
Divya Nelakurthi
Nzechukwu Nkemdinma Nwosu
Parth Jayeshkumar Oza
Venkatesh Panga
Kinnareeben Prakashbhai Parmar
Abhishek Ashwinbhai Patel
Aitreya Rushabhkumar Patel
Bhargav Dipakbhai Patel
Dhruvan Vasant Patel
Hardik Ashvinbhai Patel
Harnishkumar Jashvantbhai Patel
Harsh Rajendrakumar Patel
Harsh Rajeshbhai Patel
Himani Dineshchandra Patel
Jaimin Alpesh PatelMaitrik Shankarlal Patel
Mihir Nileshbhai Patel
Nilkanthkumar Hiteshbhai Patel
Parth Kantilal Patel
Sanketkumar Rakeshbhai Patel
Smit Satishkumar Patel
Swar Shaileshbhai Patel
Tejas Jineetkumar Patel
Tilak Kiritkumar Patel
Umangkumar Baldevbhai Patel
Salman Khan Pathan
Venkata Lakshmana Nivas Peram
Advait Ranade
Pankaj Pravinbhai Savani*Electrical and Computer Engineering Co-operative Education*Sagar Dipak Sevak
Pankit Harishkumar Shah
Smitkumar Nimesh Shah
Khaza Moine Shaikh
Rizwan Abdulrehman Shaikh
Yimeng Shi
Damandeep Singh
Gagandeep Singh
Gursimran Singh
Ritish Sivasamy
Tirath Kirit Sojitra
Dhruv Rajeshkumar Solanki
Tejaskumar Sharadbhai Suhagiya

Maliha Momtaz Islam

Engineering Materials

Vikas Varma Datta

Environmental Engineering

Vishal Subramaniyan Rajeswari

Abhilash Shanmugam
Charanjot Singh*Industrial Engineering*Jugal Ashvinbhai Chaudhary
Jaimin KathiriyaMd Moynul Abrar
Balaji Adavi
Anant Chandreshbhai Agrawal
Mohammad Talal Adib Al-naser
Mohammadamin Akhtardanesh
Suhail Ahamed Basheer Ahamed
Basu Prasanna Baskaran
Chidambaram Chidambaram
Mohamed Ismail Diwan Mohideen
Mostafa Faramarzi
Kevin Arokiyaraj Jayaraj
Nozar Kersi KasadJahandad Ahmed Khan
Dinesh Kokkula
Surya Kumanan
Hariharasudhan Manoharan
Akash Surendra Mendon
Prakash Nadupudi
Siddhant Panda
Arpit Patel
Jay Pareshkumar Patel
Jaykumar Hareshbhai Patel
Kishankumar Vinodbhai Patel
Vaibhav Bharatkumar Patel
Rakesh Kumar PinnintyBalakrishnan Sivachidambaram Poovannan
Suraj Radhakrishnan
Surya Rajah
Hemanth Kumar Regeti
Gourao Suresh Rokade
Naveen Sakthivel
Saurabh Pradipkumar Shah
Prajwal Manohar Shetty
Abhimanyou Singh
Neel Maheshkumar Suthar
Vishal Vivekanandan
Xiaolun Wang*Mechanical Engineering*Keerthi Alaparthi
Akshith Amuda
Monish Karthik Sevaloor Bala Basker
Dhruv Arneshkumar Bavishi
Shashank Bhavsar
Vandit Chandulal Bhuva
Joel Craig Campos
Jigar Jaymukund Champaneri
Ke Chen
Perez Vijay Contractor
Maharshi Nileshbhai Danidhariya
Raunak Das
Anis Salim Deloliya
Denish Rameshbhai Dobariya
Jignesh Dhirubhai Donda
Ebin Edward
Kranthi Chaitanya GeniEmmanuel George
Ashok Krishna Ghanta
Yashkumar Chaturbhai Golani
Romil Satishbhai Gundaraniya
Youssef Harb
Kranthi Kiran Jakkam
Pavankumar Nileshbhai Joshi
Urvik Atulkumar Joshi
Vinay Pratapbhai Kanani
Ravit Karan
Dhaval Arvindbhai Kathiriya
Yaksh Yogesh Kothari
Naveen Krishnamoorthy
Aravind Vishal Saravana Kumar
Jayesh Dhirubhai Kumbhani
Mike Monier Dizon Lejero
Romil Sandeep LodhawalaGurinder Singh Manan
Seyed Mehdi Marashi
Muhammad Usman Mushtaq
Bharath Kumar Myneni
Pavan Kumar Nagandla
Yogesh Nagaraja
Dhruvil Himanshu Naik
Mohammadali Najimi
Sakitha Vengamamba Nalluri
Udit Brijenbhai Nanavati
Varun Sivichen Parappally
Alap Rajendrakumar Parmar
Kaveh Parsafard
Avi Tejaskumar Patel
Bhavinkumar Rajendrakumar Patel
Brijesh Rajnikant Patel
Deepkumar Jayeshbhai Patel

Hardik Hanskumar Patel
Harshil Pankajkumar Patel
Jaydev Milan Patel
Jeet Girishbhai Patel
Krunal Bharatkumar Patel
Kunal Ajitbhai Patel
Poornankkumar Dipakchandra Patel
Priyam Dhaneshkumar Patel
Sharad Akshaykumar Patel
Tilak Sunilkumar Patel
Utsav Jitendrakumar Patel
Virajkumar Umeshbhai Patel
Gulamdstgir Khan Aiyubkhan Pathan
Uraval Pathar
Sriram Podili

Deepak Gopal Poojary
Hardikkumar Ramani
Parth Navinchandra Rana
Purnank Rathod
Parth Rajeshbhai Raval
Sai Tarun Teja Rayapati
Reeghesh
Jason Ronaldo Merlin Sahayarayan
Kewal Manish Shah
Shivam Jigarkumar Shah
Kishore Kumar Shanmugam
Abhishek Ketankumar Sheth
Chaitanya Prakash Shinde
Arshdeep Singh

Jagjinder Singh
Manraj Singh
Simranjit Singh
Sukhveer Singh
Kartik Bhavesh Somalwar
Smit Soni
Sukhpreet Singh Soore
Venkatesh Subramanian
Mukesh Sumra
Gokul Iniyan Sundaresan
Archit Vivekkumar Talati
Harsh Sunil Thakar
Harsh Dineshbhai Trivedi
Hatim Mahmadbhai Trunkwala
Jiaxing Wang

Fatima Al - Zahraa Farhat
Cherisse Matilda Rosalina Fernandes
Mitchell Ryan Gaudet
Fatemen Ghiasi**
Nimra Gill
Canyan Gong
Jonathan Haddad
Nadine Ismael Hajar*
Mona Harb
Luke Daniel Hodgkin*
Keenan Robert Hossack
Leonard Hui
Shehroze Imran*
Alan Kalleræe

Daniel Joseph Marusic
Tristen Thomas Michaud-Laughton
Soban Minhas
Mohamed Muslemmani
Christopher Pella
Pejo Peter Piljic
Marc Anthony Philip Pineault
Danilo Armando Pineda-Bustamante
Maxwel Lawrence Poisson
Aenon Akanksh Premia
Zhuoyu Qian
Allan Roy
Rita Nada Saadeh

Ali Abdul Salman*
Ola Salim
Michael Allen Sanchez*
Harmanjit Sherwal
Jagpreet Singh-Sekhon
Rami Sobhani*
Jayshree Srinivas
James Daniel Stanclik
Aramis Mansfield Mathias Stavridis
Michael Voorn
Ahmad Walid Yassin*
Lucas Alexander Zaccagnini*
Xavier Eugene Ross Zagordo
Elias Zayat

Mechanical Engineering-Automotive Field
Vamsi Vikas Amujala

MASTER OF ENGINEERING MANAGEMENT

Yiliya Aireti
Yahya Al-Mashni
Harmanjeet Singh Aulakh
Bamo Ismail Baba Rasul
Ramadan Barakat
Sanjeet Dalai Dalai
Peter Dolba
Mohamad Fahs
Kevin Kenneth Ho

Karl Hobaika
Omar Ribhi Jarrar
Ding Jin
Varun Sureshchandra Katiyar
Rade Knezevic
Jordyn Krista-Langille Mcdonald
Pooya Mirzabeygi
Patrick Mousseau
Haidar Nash
Kevin Cedric Olegario

Praseetha Radhamohan
Rahul Pravinkumar Rajpura
Breanna Dawn Ramirez
Khin Myat Mon Thein
Shahab Tran
Gabriel Hartenberg Watson
Guang Yu Wen
Spencer Stirling Akira West
Jinliang Zheng

Tara Ahmadi
Moataz Bashir
Dante Rino Bisetto**
Sebastien Champoux*
Yongwoo Chung
Fadi Edmon*
Eman Maher El-Masri**
Aiyappa Devanira Ganapathy**
Waleed Mohammad Gawanmeh*
Ellie Anastasia Girimonte

Honours Electrical Engineering Co-operative Education

Noah Roberto Greco
Khanh Hoa Huynh*
Brajn Ilievski*
Jason Jurakosky*
Shubham Kaul*
Mahwish Maqsood Khan**
Minwar Khan*
Zorain Khan*
Brian Luong*

Mitchel Jade Macmillan*
Helen Ashenafi Mulugeta*
Christopher James Nardone**
James Vu Nguyen
Cameron Arthur Pickersgill*
Muhammad-Abdullah Shahid*
Deaa Sham
James Johnathan Shaw
Noblejit Singh Uppal
Joseph Youssouf*

Cay-Yen Ang*
Hailey Anne Godard
Madison Pace Kooting

Honours Environmental Engineering

Yusef Marie
Marcus Jack Paul Mocerri
Melanie Fabianna Palacios

Abir Asgari Sabzwari**
Destiny Soney
Dylan Walter Szostopal*

Honours Environmental Engineering Co-operative Education

Annalise Marie Carreira
Jordan Jean Goddard**

Hannah Lee Rindlisbacher*

Matthew Joseph Shiha*
Amal Siddiqui

Saif Mohanad Abdulazeez
Reza Aein
Alexandra Christina Anne Amicarelli
Ross Vincent Benn*
Matthew Robert Bradt*
Stefan Joseph Calabrese
Antonio Patrick Mario Cimino*

Honours Civil Engineering

Hana Ebeido
Sarah Gehad El Mubayed
Xin Fan
Tanner James Getty
Robert Salem Ghanem
Elvis Kibuuka Kigongo

Zi Li
Stacey-Merveille Ngabire*
Genevieve A. Pham
Saeed Sohail Rahman
Mohit Shah
Denis Vuckoski
Yinglin Xiao

Honours Industrial Engineering

Mohamed Alawi Al-Kirbee

Emad Iyad Alasi

Pengfei Yan

Honours Industrial Engineering with Minor in Business Administration

Sandra Girguis

Aayush Akshay Vashi

Honours Industrial Engineering with Minor in Business Administration Co-operative Education

Mitchell Wang*

Clare Anne Amicarelli
Kevin Brito
Sarah Elizabeth Chan
Tadeusz Jan Czubernat*
Jose Luis Delloso
Joseph Richard Di Cienzo
Sierra Anne Eskritt

Honours Civil Engineering Co-operative Education

Tatiana Joseph Haidar
Alessandro Gianni Kerr**
Jaegar Riley King*
Joseph Michael Lappalainen*
Nicholas George Mclellan
Renato Kristopher Miclat
Daniele Antonio Mognon*
Orges Rama*

Colin Murray Reaburn*
Marwan Salahuddin
Japnit Singh Sandhu
Serah Sawan
Wyatt Werner
Jaidy Wilson
Sumer Samir Yalda*

Honours Mechanical Engineering

Nancy Chidera Ahumibe
Anas Al-Chalabi*
Ibrahim Hesham Al-Jarousha
Taher Ali
Awjen Khalid Alias
Md Bablu
Abdul Basit Baig
Ankit Bhat
Zoe Jasmine Boyce
Madison Rita Burnham
Jared Kai Chen

Nigel Christian
Nashiat Hossain Chowdhury
Samir Dandash
Ranvir Dange
Matthew Derouin
Hassan Abdillahi Dirie
Kayla Dmytrow
Moataz Ahmed Ebead
Omar Elsayed
Marina Fam
Ming Feng

Siyu Guo
Muhammad Harris
Wenxuan He
Vincent Wing-Lim Hui
Chuankai Jiang
Theodore William Kane
Areeb Naheed Khan
Areeb Ahmed Khan Naem
Leo Luther Kiawi*
Godbless Efe Kpologri
Yingyu Li

Ghaida Farid Aqel
Ziad Mansoor Attiya
Samantha Bartos
Karnvir Singh Basra

Honours Electrical Engineering

Abraham Benkhadra
Andre Louis Cecile
Nathan Joel Clemmings
Adam David Cupryniak

Anusha Dubey
Jude Manu Effah
Majed Elsaadi
Ahmad Farhat

* Graduating with distinction

** Graduating with great distinction

* Graduating with distinction

** Graduating with great distinction

Xuan Liu
Stefan Malic*
Luke John Marinelli
Mohamed Mahmoud Masoud
Diana Melhem*
Blake Joeseeph Moss
Connor Moxley
Kahame Godfrey Msiska
Francisco Yiuchu Seim Mui
Logan John Mulvey
Adrina Narsa

Amanda Ogunpolu
Tyler Ronald Oke
Oluwadamilola Daniel Oyebowale
Kai Pang
Martin William Parks
Moneeb Rahman
Sheikh Ubaid Ur Rehman
Samer Rmeile*
Safia Sassi
Reem Salim Sawan

Alfonso Robert Sawyer
Brandon Christopher Sellers
Maanush Suketu Shah
Antonel Shliemon
Ahmed Galaleldin M Taha
Arpan Tamang*
Devin Michael Wacheski*
Eric Alexander Weel
Guanlong Yan
Shaolong Yao
Julia Yazbek

Honours Mechanical Engineering with Materials Option
Marianne Kantati* Ryan Christopher Kelly* Justin Micheal Serratore

Honours Mechanical Engineering with Materials Option Co-operative Education
Nicholas Iseo Baggio* Noura Ezzo* Thomas Paul Slavik*

BACHELOR OF ENGINEERING TECHNOLOGY

General Stream
Emmanuel Landry Ndeh Sah Leeda Shamss

Honours Mechanical Engineering Co-operative Education

Haroon Bin Ahsan
Joshua Ayanbode
Adel Boudaoui*
Juan Carlos Chamorro
Mikala Kindrid D'Aloisio*
Peter Anthony Frabotta
Zackary Brady Fuerth**
Deanna Marie Gidillini*
Lucas James Gignac*

Harnoor Singh Gill
Robyn Andrea Jahn
Kevin Lin*
Kyle Christopher Manson*
Benjamin Kenneth Masse*
Evan Anthony Mastronardi*
Cameron Thomas Mckeague
Nevon Austin Edward Novacco*
Osemujahmen George Okoyo*

Cooper E. Orosz
Anthony Fernando Pedri*
Daniel Micheal Pignanelli
Daniel Reljic
Jacob Thomas Robinson*
Dylan Robert Smith*
Priya Mary Thamarappallil
Cooper Patrick Vannoord
Dane Michael Weaver

Honours Mechanical Engineering with Aerospace Option

Andi Al-Hanuna
Mojubaoluwa Akinkunmi Aliu
Harvee Tabbang Beltran

An T. Dang
Aidan Mackenzie Gorey*
Hunter Thomas Lane
Dominick Nakhoul Matta

Rohan Vishwaroop Patel
Pawandeep Singh*
Mathew Michael Windhaus

Honours Mechanical Engineering with Aerospace Option Co-operative Education

Zachary David Demaiter
Sakkyia Gallage

Uzair Nasir Khattak
Nicolas Neme*
Justin Neufeld**

Jay Naranbhai Patel
Samantha Youkannis*

Honours Mechanical Engineering with Automotive Option

Alaa Hatem Albanna
Ahmed Azab*
Michael Peter Bertotti
Maria Charie Elah Canuto
Jiahai Fan
Mackenzie James Fraser*
Jiale Fu
Kamalpreet Singh Gill
Permpreet Singh Gill
Blake Mitchell Holtby

Yuxiang Huang
Srilekh Katta
Yifan Lan
Hengfeng Li
Ruihan Li
Zifan Li
Linhao Liu
Yinting Liu
Zhangyan Liu
Catherine Nhu Huyen Pham
Lang Qin

Peter C. Rossi
Hehao Shen
Wutian Shen
Simran Singh
Malhaarsinh Darshankumar Solanki
Zhan Su
Zexi
Yi Zhang
Michael Zhao
Yanfang Zhao

Honours Mechanical Engineering with Automotive Option Co-operative Education

Mohammad Omar Abujubbeh*
Mohammad Zulkiful Alam
Tariq Al-Rfouh*
Alexander Austin Bastable**
Benjamin Brito

Olivia Paola Calzavara
Mario Peter Demarco*
Mohamed Eldabagh*
Jack David Langlois*
Ali Makkawi*
Andre Everet George Mulder*

Lorenzo Roberto Pernalicci*
Nicholas Michael Unis*
Nicholas John Arthur Vinten*
Joseph Francesco Wood*
David Warnez Woolridge

Honours Mechanical Engineering with Environmental Engineering Option Co-operative Education

Claire Laura Katerina Prendi

Ava Vincencia Recchia**

* Graduating with distinction

** Graduating with great distinction

* Graduating with distinction

** Graduating with great distinction

SECOND SESSION

NOVEMBER 5, 2021 AT 6 P.M., EDT

ARTS, HUMANITIES AND SOCIAL SCIENCES

Dean of the Faculty of Arts, Humanities and Social Sciences: Dr. Cheryl Collier
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

Convocation Address

DR. LISA PORTER

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Psychology

Joan Cecilia Craig
Good Risk or Bad Risk: Development of a Holistic Assessment of Risk Perception

Siqi Huang
Coping with Intergenerational Conflict Among Chinese Canadian Emerging Adults: Testing a Cultural and Contextual Model with a Mixed-Methods Approach

Paige Lamborn
Pathological Personality Traits and Social Behaviour: Informant and Within-Person Variability Perspectives

Kendra Nespoli
Control, Alter, and Delete: Investigating the Manipulation of Memory and Memorial Beliefs By Suspected Psychopaths in Interpersonal Relationships

Michael Arend Strating
Working Through Lingering Anger Following Interpersonal Grievances: Examining Mechanisms of Change in Rumination, Reappraisal, and Identification of Unmet Needs

MASTER OF ARTS

Communication and Social Justice

Paul Baillargeon

Mackenzie Patrick Jessop

Allison Marie Coffey
Holly Nicole Deckert

Marisa Rose Bordonaro

Kessia Carpenter
Ronnie Yehia Haidar

Gregory Misener

Patrick Daniel Clark
Adam Malou A. Dhal#

Meredith Jane Awrey
Storm Olivia Szoke Balint
Maame Adwoa Adukumah Brantuo

Mirela Aleksandrova

Shawn Stephen James Chamberlain

Sofia Ahmed

Brian Vien

Anne Jane Adu-Bobie
Amanda Nicole Anger
Brannon Joesph Douglas Beaudoin
Joel Ezekiel Bernal

Criminology
Amanpreet Kaur Lehal

English Literature and Creative Writing
Jade A. Wallace

History
Chiamaka Mariagoretti Ihuoma

Philosophy

Political Science
Kayla Nicole Fiala
Eric Bryan Hubberstey
Anh Nguyet Lam

Psychology
Lerna Hanceroglu
Frasia Margaret Morrison

Sociology

MASTER OF FINE ARTS

Film and Media Arts
Elizaveta Gorshkova

Visual Arts
Ashley Heather May Hemmings

MASTER OF SOCIAL WORK

Amber Lynn Raymond

BACHELOR OF ARTS

Honours Communication, Media, and Film

Honours Communication, Media, and Film and Drama
Lucy Katherine Kavanagh

Honours Criminology
Jadyn Amber Lauren Gingras-Hayes
Gabrielle Marie Leblanc-Demers*
Mackenzie Leonard

Honours Criminology and Family and Social Relations
Kennedy Faith Mastronardi

Bailey Eleanor Trotti
Dara Vosoughi

Andrew Seth Whitmarsh

Nicole Krystina Pillon
Shaymaa Zantout

Katherine Elizabeth Richard

Carmen Nour Salloum
Safa Youness

Dayanga Randeniya
Alana Grace Sabelli
Rachel Smail-Crevier

Chantelle Dagley

Katie Sage

Michael Waglay

Joseph Anson Vogler

Shane Patrick Paradis
Lauren Ashly Stupnyckyj
Zackary Malcolm Taylor
Olivia Lyn Wagner

* Graduating with distinction

Posthumous

Honours Developmental Psychology
Chantal Asoufi

Honours Developmental Psychology and Criminology
Colin Andrew Leardi

Honours Drama in Education and Community

Emilia Di Fazio

Hussein Samhat*

Honours Dramatic Art
Brandy Danielle Lagerstrom

Honours English Language and Literature

Jordan Christina Andrade*

Danielle Mauricio Bulhoes
Maria Constantina Ceglie*

Kouthar Hashem*

Honours English Language and Literature and Political Science

Alexander Babony

Casandra Nadine Sholy*

Honours History

Nicholas Frederick Peter Jirgens*

Jack Laurence Turner*

Honours International Relations and Development Studies

Rachel Wabisera

Honours Law and Politics

Serena Mary Kelly*

Finalba Olivia Pirrone*

Honours Liberal and Professional Studies, Aeronautics Leadership Stream - Flight Option

Khaled Emad Hussein*

Mohammad Babur Rajab Khan

Honours Liberal Arts and Professional Studies

Alina Jade Hussey*

Allan Edward Lowe

Honours Music
Gregory Duff

Honours Psychology

Nooralhwoda Hamdawi Alsaimari*
Hunter Leone Mary Gouin
Katharine Sophia Harrison
Maxwell Francis Ieraci*Ryan Barclay Iwanicki*
Fardovza Kusow
Vanessa Martini
Sherin Mariam Mathews
Julie Angela McKennaMackenzie Rose Mitchell
Bianca Pirrone
Darian Caleigh Southwind
Antonio Valtas

Honours Psychology and Criminology
Sara Madi*

Honours Psychology with Thesis

Nicolas Peter Jakowiec*
Noor Az Zahraa Khachab*

Jacob Robert Livingstone

Mariam Ali Mahdi
Stephanie Ann Rebidoux*

Honours Sociology

Nermeen Khan

Manjot Kaur Sandhu

* Graduating with distinction

Honours Visual Arts and Communication, Media, and Film (Studio Arts)
Sarah Abdulreda*

BACHELOR OF ARTS

Four Year Communication, Media, and Film and Economics
Ahmad Sameh Al Barqawi

Four Year Criminology
Nathan James Curtis

Zeyad Aly
Iqra Noor AmjadStephanie Lynn Peretin
Ali Salama

Four Year Developmental Psychology
Sydney Joan Caille

Four Year Disability Studies and Psychology
Bikela Isabelle Mongu

Four Year English Language and Literature
Vincenza Biundo

Four Year History
Alexander David Dick

Four Year Psychology
Ashley Liza Wass

Ifedayo Adetola Fashusi

Cindy Vo

BACHELOR OF ARTS

General Child Psychology
Sarah Pauline Unis

Caroline Ferrato

Olivia Katrina Vidal

General Communication, Media, and Film

Benjamin William Brewer

Edy Haddad

General Dramatic Art
Emily Chia

General English Language and Literature

Veronica Suzanne May

Michael Joseph Travo*

General Family and Social Relations
Sarah MacDonald

General French Studies

Wabi Patricia Elanga*

Maua Marie Ohlmann

General History
Sammy Mortada

General Liberal Arts and Professional Studies
Kelvin Hope Benson

Obada Baghdadi

Chad Cossette

General Political Science
Andrew Joseph Johnson

George Bacha
Omar BostaniNicolas Clayton Martin
Muskan Shah

* Graduating with distinction

Vishal Paresh Barot#
Jessica Rae Elizabeth Carter
Chris Cecile
Leeza Jean Ceglie*
Courtney Marina Cheslock
Joseph Dicaro
Rema Elgarousha

General Psychology
Ashley Tatyana Franklin
Sidney Mabel Fryer
Gabriel Gonzalez-Martell
Ryan Jeremy Hoang
Pierce Shepherd Johnson
Dominique LeBrun
Curtis Longland

Marnie Marie Pinkney
Christopher Powers
Jannett Mariam Raselma
Sapna Saggar*
Andrea Beth Sayers
Natasha Maria Whyte-Aviles
Mariah Michelle Williams

John William Ainsworth
Joel Samuel Atabo
Randi Campbell

General Sociology
Michael Emanuel
Maxim Patrick Hristoff

Jeremy Thomas Rice
Gabriela J. Sanders*
Derian Jonathon Wauthier

Manjola Bali*
Grace Clifford*
Audeet Giorges*

General Visual Arts
Maria Milena Lederer*
Diana Nicole Magic*
Matteo Jose Angelo Marrocco*
Britta Lauren Nguyen*

Clinton Chinedu Ogbalubi
Jack Dalton Probert*
Gabriella Eileen Walker

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

General Dramatic Arts/Bachelor of Education
Megan Elizabeth Piccinato

General Psychology/Bachelor of Education
Miranda Pearlean Nolan^

BACHELOR OF FINE ARTS

Honours Acting
David Ryan Jackson

Honours Visual Arts
Savannah Victoria Staddon*

BACHELOR OF INTERDISCIPLINARY ARTS AND SCIENCE

Honours Psychology and Biological Sciences Minor
Katarina Marjanovic

BACHELOR OF SOCIAL WORK

Honours Social Work

Mary Cifende Aganze

Shikara Tori Marie Howes*

CERTIFICATE IN LAW AND POLITICS

Khaled Emad Hussein*

CERTIFICATE IN PUBLIC ADMINISTRATION

Obada Baghdadi

CERTIFICATE IN WOMEN'S AND GENDER STUDIES

Heather Janine Latam

* *Graduating with distinction*

Posthumous

^ *Also receiving Early Childhood Education
Diploma from St. Clair College*

ODETTE SCHOOL OF BUSINESS

Dean of the Faculty: Dr. Mitchell Fields

Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF BUSINESS ADMINISTRATION

Jeffrey Anthony Paolone

Luigi Pasqualitto

Priya Yash Pal Sharma

Professional Accounting Specialization

Zack Samson Baker
Jack Barei
Kaitlin Abbey D'Aversa
Ryan Daniel Ross Fetterly
Matthew Harry Gregorchuk
Anoshah Habib
Summer Hedjazi
Gillian Huver
Alec Patterson Lajoie

Jasleen Mander
Christopher Mitri
Spencer Raymond Ogston
Miguel Carlos Pe Benito
Rimsha Shahbaz Ahmed Qazi
Zack Robert
Donald Benjamin Rodzik
Maheen Salim
Sarah Abdul Samad

Alexander Schuran
Jaret Paul Jerry Stefanizzi
Aasiya Ahmed Syed
Luke Towle
Courtney Catherine Tracey
Kyle Mitchel Trepanier
Feng Wei
Sadaqa Tuz Zuhra

MASTER OF MANAGEMENT

International Accounting and Finance
Vikas Saini

Logistics and Supply Chain Management
Harish Singh Rawat

BACHELOR OF COMMERCE

Honours Business Administration

Olivia Rose Bezaire
Kelly Borri
Christopher Cervini
Jonathan Honrado Diesta

Jihad Farhat
Anna Flaherty
Klodiana Komini
Cameron M. McMaster
Toni Martic

Danish Kaleem Muhammad
Widmia Altgracia Riviere
Jiaxin Shi
Mohamad Huseim Ubeid

Honours Business Administration and Computer Science
Harpreet Singh Dhamarait

Honours Business Administration and Computer Science Co-operative Education
Clare Marie Corchis

Colin Matthews

Honours Business Administration and Psychology
Alyssa Nasr

Honours Business Administration Co-operative Education
Trevor Bradley Barrette*
Suvo Dip Das

Eric Matthew Gee

Dean Christopher Gilliam*
Elizabeth Montague

* *Graduating with distinction*

Honours Business Administration with Accounting Specialization

Ahmed Agil Alsaimari	Liguo Du*	Brandon James Marusic*
Hussain Alsaimari*	Ayodeji Adeolu Fashusi	Paramdeep Singh Shokar
Phillip Bocse*	Valeria Josefina Gabor	Shane Aaron Stanley Tilly
Jason Bouary	Ali Hussein*	Laszlo Peter Toronyi*
Adam Burnett	Isaac Jajo	Matthew A. Tran
Dylan Andrew Crispin	Nicholas Jraige	Danell Jenniece Marie Wright
	Iqra Zeenat Malik	

Honours Business Administration with Accounting Specialization Co-operative Education

Houssein Mahmoud Ajrouche**	Danijel Kukuruzovic*	Logan Andrew Joseph Robillard
Samantha Grace Allen*	Jonathan Wallace Lanno*	Sydney Jane Sabourin*
Madicyn Paige Anderson*	Nicholas Michael Mazza	Mathew Shabow
David Alexander Cervini*	Jenny Neufeld*	Matthew James Sonier
Giuseppe Giusto Corio*	Sara Teresa Novelletto	Maddison Anne Tulett*
Geena Lauren Dibiasse	Stephanie Amanda Pinsonneault*	Brett Reed Vandermuren*
El-Amira Fatima El-Ayoubi	Trenten Nikolas Raymond	Spencer William Wilson

Honours Business Administration with Finance Specialization

Mayar Darbi	Grace Merle Liddle	Haitham Tayfour
	Josie Marie Lo Mascolo*	

Honours Business Administration with Finance Specialization Co-operative Education

Christopher Gregory Allan Campbell*	Joshua William Galasso**	Gursimran Kaur Sahota*
Vanessa Annette Erickson*	Kajal Singh Lall*	Paul Brendan Vincent

Honours Business Administration with Finance Specialization with Thesis Co-operative Education

Parth Alpesh Barot**

Honours Business Administration with Human Resources Specialization

Larnelle Tinashe Gutu	Jennifer Nduwimana	Senth-Reta Youhana
	Kadin John Gordon Ritchie	

Honours Business Administration with Human Resources Specialization Co-operative Education

Emily Allison Bateman*	Zachary Kevin Curtis*	Noemi Joyce Potma*
	Katia Marie McMahon	

Honours Business Administration with Marketing Specialization

Grant Joseph Gauthier	John Anthony Giannotti	Ese Excellent Obodo
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Honours Business Administration with Marketing Specialization Co-operative Education

Norman Ha	Lalaine Audrey Ramos Torres
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Honours Business Administration with Strategy and Entrepreneurship Specialization Co-operative Education

Keya Song Jaekel*

Honours Business Administration with Supply Chain and Data Analytics Specialization

Hassan Ali Al Hakim	Andre Daniel Ducharme	Yue Wang
	Marcin P. Interewicz	

Honours Business Administration with Supply Chain and Data Analytics Specialization Co-operative Education

Kevin Tran*

BACHELOR OF COMMERCE*Four Year Business Administration*

Asad Ijaz Asad	Joseph Kindaro	Carli Paliani
Christian David Conlon	Qiyuan Kou	Mariam Taher
Alec David Gay	Luting Liu	Nyamuoch Pidor Teny
Vithushaan Gnanakaneshan	Madeline Jean McCloskey	Brett Stephen Vorshuk
Shawn Alexander Hunter	Mary Olabanwo	Sijin Wang

Four Year Business Administration and Economics

Siqi Ma	Jeffrey Nelson Robertson
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Four Year Business Administration

Paisley Beckett

Four Year Business Administration with Finance Specialization

Christopher Thomson

Four Year Business Administration with Supply Chain and Data Analytics Specialization

Garo Tawidian

POST GRADUATE CERTIFICATE IN ACCOUNTING

Matt Robert Ciarma*	Thomas Allen DeMarco*	Alina Jade Hussey*
	Christopher John Mathews	

CERTIFICATE IN ORGANIZATIONAL MANAGEMENT

Alina Jade Hussey*

* Graduating with distinction

** Graduating with great distinction

* Graduating with distinction

FACULTY OF EDUCATION

Dean of the Faculty: Dr. Kenneth Montgomery
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Educational Studies

Aliyyah Dato
Running on Empty: Exploring Parent Perceptions of Special Education Processes

MASTER OF EDUCATION

Beckie Lee-Anne Berlasty
 Mark Alexander Campbell
 Rebecca Jane Fetter
 Kayla Paige Franco
 Lindsay Danielle Gore
 Dayna Leanne Haslam

Siqi He
 Xin Huang
 Li Ji
 Eric Kerkhoven
 Sarah Ramandi Logan
 Nicole Moussallem
 Annamari Pouti-Fletcher

Rasha Ashraf Qaisi
 Yixin Qiao
 Sandra Anne Raffoul
 Nancy Anne Marie Vaillancourt
 Haoying Wang
 Ying Zhu

BACHELOR OF EDUCATION

David Thomas Branton

Tory Jonathan MacLean

Rachelle Marie Quenneville

Technological Studies

Mallory Nicole Andrews
 Christa Lee Bennett
 Alex David Benoit
 Jessica Brohart
 Shaylynn Costello
 Alec Fernand Gauthier Daviau
 Heather Elisabeth Deeley
 Esther Rose Dietrich
 Rocco D'Oria
 Jeanette Dufour Amaral
 Eva Therese Elson

David Farah
 Alessia Marie Michelle Ferraro
 Ryan Renato Finoro
 Kyle Andrew Forrester
 Kyle Green
 Kyle Richard Gruendler
 Carson Haight
 Ryan Gerald Hatch
 Debra Helmer
 Katrina May Holland

Lindsay Joseph
 Harpreet kaur
 Matthew James Kraemer
 Mathieu Lafleche
 Margaret Laurin
 Joshua Caleb Roy Murray
 Claude Saizonou
 David Thomas Senior
 Jennifer Karen Sheyan
 David Smart
 Jeremy Donald Stephenson

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

General Dramatic Arts/Bachelor of Education
 Megan Elizabeth Piccinato

General Psychology/Bachelor of Education
 Miranda Pearlean Nolan

DIPLOMA IN TECHNOLOGICAL STUDIES

Johnathon Elliott Dawson

Christopher Gerard Gosselin

Vivek Thiyagarajan

*^ Also receiving Early Childhood Education
 Diploma from St. Clair College*

FACULTY OF HUMAN KINETICS

Dean of the Faculty: Dr. Linda Rohr
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF HUMAN KINETICS

Applied Human Performance

Victoria Rachel Brunet
 Jory Fulcher
 Raghad Hamami
 Joseph Richard Kagumba

Alexander I. Mckenzie
 Fallon Rae Mitchell
 Jacob Michael Ouellette

Kirsten Valerie Penrose
 Danielle Janette Salters
 Brooke Shepley
 Justine Amanda Kiyoko Van Herk

Sport Management

Eva Ou

Diogo Martins Peixoto

Nicholas Stephen Welsh

BACHELOR OF HUMAN KINETICS

Honours Kinesiology with Movement Science

Hayley Aarts
 Alexas Nadine Byrne
 Marcel Peter Joseph Degouw
 Elijah Max Esco
 Shawn Ymana Evon

Carter Michael Fuerth
 Timk Ma
 Don Ernest Andrei Manalo
 Nicholas Anthony Mancinone**
 Nicholas Bradley Meloche

Dusica Nedeljkovic
 Rebecca Ann Norton
 Alyssa Puskaric
 Eliza Ramsay
 Mousab A. Toto

Honours Kinesiology with Movement Science Co-operative Education

Jessica Daidone

Jenna Elizabeth Gervais*

Dylan Wesley Langlois

Honours Kinesiology with Sport Management

Natalie Marie Liolli

Masarrah Aboud Toto

Aya Tutu

* *Graduating with distinction*

** *Graduating with great distinction*

FACULTY OF NURSING

Dean of the Faculty: Dr. Debbie Sheppard-LeMoine
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Nursing

Gina M. Pittman

Nurse Practitioner Opioid Prescribing and Safety Measure Utilization Patterns in Ontario: An Explanatory Sequential Mixed Methods Study

MASTER OF NURSING

Emily Jane Clarke

Denise Owen Ehi
Natalie Opere

Katrina Marie Paty

Primary Health Care Nurse Practitioner

Sahra Abdullahi
Aisha Al-Mahdi
Kaitlyn Nicole Boundy
Heather Bucciachio

Nikita Gandhi
Cameron Wayne Gray
Mackenzie Amber Hadchiti
Rebeka Hadchiti
Sheanee Lesley-Spence

Daniel K. Mensah
Andrea Deana Robinson
Joann Roupas
Allen Vo

MASTER OF SCIENCE IN NURSING

Sheena Aidan Gagnier

Karly C. Mendler

BACHELOR OF SCIENCE IN NURSING

Honours Nursing - Collaborative Program

Timothy Boiciuc
Amy Fountain

Charlie Hernandez
Jonathan Scott Hogan

Mahnoor Javed
Laura Marie Tweed

GRADUATE DIPLOMA IN PRIMARY HEALTH CARE NURSE PRACTITIONER

Vanessa Helen Del Bianco
Vlad Bogdan Giurca

Ravyn Paige Leona Lambkin

Alicia M. Savoni
Linshu Zhang

FACULTY OF SCIENCE

Dean of the Faculty: Dr. Christopher Houser
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Biological Sciences

Zachary Gayk

The Function and Evolution of Wood-Warbler Flight Calls

Chemistry and Biochemistry

Ashley Anne Dadalt

Regulation of the Ribosome Biogenesis Factor hYVH1 by Src-mediated Phosphorylation

Paul Meister

Computational Enzymology on Sulfur-Containing Enzymes: From Method to Application

David W. Ure

The Valorization of Agricultural By Products for the Removal of Inorganic Phosphate from Water

Computer Science

Bonaventure Chidube Molokwu

Social Network Analysis: A Machine Learning Approach

MASTER OF ACTUARIAL SCIENCE

George Afriyie Gyamerah

Ejoro Modupe Olotewo

MASTER OF APPLIED COMPUTING

Namrata Mukeshkumar Ajmeri
Daniel Carneiro Lacher
Aayushee Manish Dave
Saloni Goyal
Shailja Gupta
Dhwani Gurjar
Tanya Jain
Salehin Rahman Khan
Anim Yusufbhai Malvat
Kushal Prafulbhai Manvar

Smit Tapan Mehta
Dipal Ashwinkumar Modi
Abhinand Mauleshbhai Pandya
Rahul Prakashkumar Pandya
Henil Parikh
Manan Jitendrabhai Parmar
Kinresh Vishnubhai Patel
Meet Mineshkumar Patel
Riya Hemant Patel

Toral Umeshkumar Patel
Vinaykumar Mahendrabhai Patel
Aashka Hareshkumar Prajapati
Mitul Pranjay
Mehak Taluja
Urvish Bhikhabhai Tank
Shivang Prafulchandra Thaker
Bhavin Rasikbhai Vaghasiya
Ritvaben Girishbhai Vaghasiya
Shreya Wadhwa

MASTER OF APPLIED ECONOMICS AND POLICY

Hankai Xu

MASTER OF ARTS*Economics*

Sadiq Adeshina

Katayoon Naimian

MASTER OF MEDICAL BIOTECHNOLOGY

Khushbu Atulbhai Patel

Shraddha Patel

Guangbo Tang

MASTER OF SCIENCE*Biological Sciences*Raghd Al Olabi
Sydney Lauren Currier
Alyssa Lauren EbyAbd El Aziz Hendy
Nicole Erin Shangi
Brendyn Matthew St. LouisMadison Sturba
Omar Salem Taboun
Nathan Spencer Tuck*Biological Sciences-Neuroscience and Behaviour*

Renada Hana

Abby Lynn Jill Hensel

Chemistry and Biochemistry

Grace Wen

*Computer Science*Ann Reba Thomas Alexander
Rishav Chatterjee
Saiteja Danda
Srihari Jayachandran
Pallavi Kaul
Simranpreet KaurQinglan Lu
Vinay Kiran Manjunath
Priyanka Anilkumar Motwani
Amreeth Rajan Nagarajan
Daniel Oluwakorede Ayodeji Obawole
Manil Snehalbhai PatelMayank Semwal
Akshay Mukundbhai Shah
Aekta Sharma
Shiv Navin Sondhi
Steffie Maria Stephen
Amanta Sunny*Computer Science Co-operative Education*Pooja Chakrabarthy
Vipul MalhotraHarshil Mukeshbhai Patel
Narinder Pal SinghHardik Yogesh Sonetta
Rida Zaidi*Earth Sciences*

Jiayue Shen

Donald Robert Uzarski

*Environmental Science*Claire Lorna Jump Doherty
Roland Adriaan EveleensErica Anne Geldart
Alexander Avery Kajtar
Chen LiuJustine Elizabeth Mcandrews
Farwa Zaib*Mathematics and Statistics*

Gabriel Oppong Afriyie

Physics

Cody Andrew Mcleod

BACHELOR OF ARTS*Honours Forensics and Criminology*

Reem Hamami*

BACHELOR OF ARTS*Four Year Forensics and Psychology*

Hibah Aoun

* Graduating with distinction

BACHELOR OF ARTS*General Economics*

Shrabon Simon Gomes

Shih-Chang Sean Lai

Ebenezer Victor Alphonse Sam

BACHELOR OF COMPUTER SCIENCE*Honours Applied Computing*Ritu Ge*
Tertsea Elisha IvueRui Liu
Juntao Ma

Baitong Wu

Honours Computer Science

Charles Bialkowski-Peluso*

Mostapha Rammo*

Haixu Shen*#

Honours Computer Science Co-operative Education

Evan Daniel Sinasac*

BACHELOR OF COMPUTER SCIENCE*General Computer Science*Ramzi Khalil Hassan Atriss
Mustapha Baltaji*
Jenil Deepak Bhindi*
Sumeet Singh Bhogal
Rupali Pankaj Borgaonkar*
Yandeng Chen
Tara Pada Das
Yongfeng Huang
Yanxiu Jiang
Mohammed Omair Liaquath**Ehabuddin Mohammed*
Valerie Magella Morin
Humzah Okadia
Oyebode Oyenuga#
Aum Ketankumar Patel
Bhavik Mukeshbhai Patel
Misha Raju Patel*
Nihar Jayesh Patel*
Nisarg Bhadreshkumar Patel*
Shreeji Prakashkumar Patel
S M Sadman Sakib ProttoyAtif Shafiq Qureshi
Spencer Carlos Ras
Yasmeen Saada*
Ali Rodha Saegh**
Erick Schoelch
Yash Ashishkumar Shah*
Yara Mohammed Shqwara
Stephen Van Rooyen
Raphael Wajda
Kent Larry Whitson***BACHELOR OF ENVIRONMENTAL STUDIES***Four Year Environmental Studies*

Lin Wei

BACHELOR OF FORENSIC SCIENCE*Honours Forensic Science with Chemistry Specialization*

Lauren Corien McDonald

Honours Forensic Science with Information Technology Specialization

Adelia Emma Neal*

BACHELOR OF MATHEMATICS*Honours Mathematics*

Kael Currie

Honours Mathematics and Computer Science

Andrew Cooper Hamel

Honours Mathematics and Statistics

Simon Joseph Pannitto*

* Graduating with distinction

** Graduating with great distinction

Posthumous

BACHELOR OF MATHEMATICS*General Mathematics*

Douglas Cam

Sean Reno O'donoghue

BACHELOR OF SCIENCE*Honours Behaviour, Cognition and Neuroscience*

Alexia Adarene Emilia Piccolo

Honours Biochemistry

Stefan George Popescu*

Ariana Christine Robinson

Honours Biochemistry and Biomedical Science (Health Stream)

Raenah Grace Barbarossa

Dante Mariano Conflitti

Farah M. Haddad

Honours Biochemistry with Thesis

Sara Nizar Aljoudi**

*Honours Biological Sciences*Aysha Abdullahi Abdalla
Ismahan Said AliSara Cakovska*
Karen Chialuka EboGiacomo Messina
Shayenna-Rae Nolan*Honours Biological Sciences and Physics*

Renee Bergeron Goodman**

Brady John Hugh Austen

Honours Chemistry

Trevor Jason Grylls

Honours Chemistry with Thesis

Asli Mohamed Wehelie*

Honours Computer Science with Software Engineering Option

Ang Li

Mitchell Roman Sturba*

Honours Computer Science with Software Engineering Option Co-operative Education

Bradley Gyemi

Honours Environmental Science with Thesis

Rylie L. Robinson

Honours Physics

Nathan Gregory Drouillard

Andrew James Forster*

Matthew Francis Hebert*

BACHELOR OF SCIENCE*Four Year Biological Sciences*

Nicholas Messina

Four Year Environmental Science

Steven Santos

BACHELOR OF SCIENCE*General Science*

Ibrahim Tarek Ibrahim Aly Ebeido**

Alia Ibrahim**
Calista Alexandria Jubenville

Etieno Thompson

CERTIFICATE IN APPLIED INFORMATION TECHNOLOGYAllan Edward Lowe
Misha Raju Patel*Nihar Jayesh Patel*
Nisarg Bhadreshkumar Patel*Steven Marc St. Pierre
Garo Tawidian* *Graduating with distinction*** *Graduating with great distinction** *Graduating with distinction*** *Graduating with great distinction*

FACULTY OF LAW

Dean of the Faculty: Dr. Reem Bahdi

Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF LAWS

Blessing Chinyere Madu

Master of Laws with Teaching Option

Chinyere Obinna

Yousef Aly

Anna Amma Sallah

DISTINGUISHED UNIVERSITY PROFESSORS

A distinguished University Professor is a faculty member with the rank of Professor who has outstanding achievements in teaching and a broad national or international reputation for their scholarship, creative or professional accomplishments. (A title change from University Professor to Distinguished University Professor was approved at Senate October 10, 2014 and applied retroactively)*

- | | |
|--|---|
| Prof. Myra Tawfik / Law (2021) | Dr. Douglas Stephan / Chemistry and Biochemistry (2002) |
| Prof. Richard Moon / Law (2017) | Dr. Ricardo Aroca / Chemistry and Biochemistry (2001) |
| Dr. Hoda El Maraghy / Mechanical, Automotive and Materials Engineering (2016) | Dr. Eleanor Maticka-Tyndale / Sociology (2001) |
| Prof. Jeffrey Berryman / Law (2015) | Dr. Barry Adam / Sociology (2000) |
| Dr. Julie MacFarlane / Law (2014) | Prof. Iain Baxter / Visual Arts (2000) |
| Dr. Derek Northwood / Mechanical, Automotive and Materials Engineering / (2013) | Dr. Jatinder Bewtra / Civil and Environmental Engineering (1998) |
| Prof. William A. Bogart / Law (2009) | Dr. David Symons / Earth Sciences (1998) |
| Dr. Leslie Howsam / History (2007) | Dr. Sheila Cameron / Nursing (1997) |
| Dr. Alan S. Trenhaile / Earth and Environmental Sciences (2007) | Dr. Reuben Hackam / Electrical and Computer Engineering (1997) |
| Dr. Roman Maev / Physics (2006) | Dr. Charles Fantazzi / Classical and Modern Languages Literatures and Civilizations (1994) |
| Dr. Francis Lemire / Mathematics and Statistics (2005) | Dr. Ralph Johnson / Philosophy (1994) |
| Dr. Sudhir Paul / Mathematics and Statistics (2005) | Dr. Alistair MacLeod / English Language, Literature and Creative Writing (1994) |
| Dr. Peter Sale / Biological Sciences (2005) | Dr. Walter Soderlund / Political Science (1994) |
| Dr. William Baylis / Physics (2004) | Dr. Lakshman Marasinghe / Law (1992) |
| Dr. Niharendu Biswas / Civil and Environmental Engineering (2004) | Dr. Anna Gupta / Nursing (1991) |
| Dr. Stephen Loeb / Chemistry and Biochemistry (2004) | Dr. Graham Jullien / Electrical and Computer Engineering (1990) |
| Dr. Majid Ahmadi / Electrical and Computer Engineering (2003) | Dr. William McConkey / Physics (1988) |
| Dr. Thomas Dilworth / English Language, Literature and Creative Writing (2003) | Dr. John Kennedy / Civil and Environmental Engineering (1987) |
| Dr. Stewart Page / Psychology (2003) | Dr. Dennis Tuck / Chemistry and Biochemistry (1987) |
| Prof. J. Anthony Blair / Philosophy (2002) | Dr. Gordon Drake / Physics (1986) |
| | Dr. Byron Rourke / Psychology (1986) |

NATIONAL ANTHEM

O Canada! Our home and native land!
True patriot love in all of us command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

Ô Canada! Terre de nos aïeux.
Ton front est ceint de fleurons glorieux.
Car ton bras sait porter l'épée,
Il sait porter la croix!
Ton histoire est une épopée
Des plus brillants exploits.
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits,
Protégera nos foyers et nos droits.

The program lists the names of individuals who were approved to graduate by the University Senate. While every effort has been made to ensure that this is true and correct, the official University of Windsor individual student record supersedes all information contained herein.

The University regrets the omission of any student deemed to have satisfied graduation requirements following the publication of this program.

A Note on the Governor General of Canada's Academic Medals

The prestigious Governor General of Canada's Academic Medal is awarded to the student who is considered to have achieved the most outstanding academic record in comparison to their graduating peers.

The Silver medal is awarded to an undergraduate student at the Spring Convocation ceremony and the Gold medal is awarded to a graduate student at the Fall Convocation ceremony.



University
of Windsor

convocation.uwindsor.ca

**University of Windsor
Senate**

*4.2: **Board of Governors In-Course Medals – Fall 2021**

Item for: **Approval**

MOTION: That Senate approve the list of candidates receiving Board of Governors in-course medals.

BOARD OF GOVERNORS IN-COURSE MEDALS 2021

FACULTY	NAME
FAHSS - Social Science	Emily Marie Mullins
FAHSS - Arts	Serena Lynn Robinson
Business Administration	Robert Gregory
Education	Lucie Hyunyoung Kim
Engineering	Gian Mario Favero
Human Kinetics	Olivia N Morassutti
Law - J.D.	Hannah Thackeray
Law - Dual J.D.	Alexandra Jacqueline Mathieu
Nursing	Sylwia Borawski
Science	Deya'a Almasri

**University of Windsor
Senate**

*5.6.1a: **Nursing – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved: ^**
 NURS-3140. Professional Nursing IV
 NURS-3552. Clinical Practicum V
 NURS-3561. Experiential Learning Lab VI
 NURS-3632. Consolidated Practicum III
 NURS-3840. Adult Health and Health Alterations IV
 NURS-3970. Health Issues in Gerontology

Rationale/Approvals

- The proposals have been approved by the Faculty of Nursing Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the September 20, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.12.

**University of Windsor
Senate**

*5.6.1b: **Faculty of Arts Humanities and Social Sciences/Political Science – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^
SOSC-3300/POLS-3300. Psychoactive Substance Use and Social Policy**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The course has been approved by the Department of Political Science and the Faculty of Arts Humanities, Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 22, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.4.

**University of Windsor
Senate**

*5.6.1c: **Faculty of Arts Humanities and Social Sciences – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^
GART/SOSC-2060. Practicing Community Program Delivery and Evaluation**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Faculty of Arts Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 22, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.2.

**University of Windsor
Senate**

*5.6.1d: **Nursing (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^
NURS-8805. Principles of Leadership and Healthcare in Disaster and Emergency Preparedness**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The courses has been approved by the Faculty of Nursing Council, the Faculty of Graduate Studies Council, and and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 22, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.3.

**University of Windsor
Senate**

*5.6.2a: **Visual Arts – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This document contains the following course learning outcomes:

General BA in Visual Arts

Bachelor of Fine Arts in Visual Arts

Combined BA Honours in Visual Arts

General BA in Visual Arts

Program Learning Outcomes

Last Updated: May 22, 2021

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Identify general historical and cultural concepts/ideas that influence contemporary practice and apply contemporary concepts to art making processes.</p> <hr/> <p>Demonstrate technique and concept skills as they relate to studio art projects.</p> <p style="text-align: right;">(Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Research general technical and conceptual topics in creative activity and produce studio work that incorporates these concerns.</p> <p style="text-align: right;">(Also applies to C, H.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies

	(information literacy)	<ul style="list-style-type: none"> 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Identify social, political, and technological histories as they relate to studio arts. (Also applies to A, B.)</p> <hr/> <p>Identify and generally apply concepts and intuitive art making into creative practice. (Also applies to G, H.)</p> <hr/> <p>Produce a body of studio work that covers one or more areas of art practice. (Also applies to D, H.)</p>	C. critical thinking and problem-solving skills	<ul style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
	D. literacy and numeracy skills	<ul style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Use written and verbal skills to describe and evaluate artistic experiences. (Also applies to H, I.)</p>	E. responsible behaviour to self, others and society	<ul style="list-style-type: none"> 5. Awareness of limits of knowledge 6. Autonomy and professional capacity
<p>Identify relationships between their body of work (creative and analytical) with their cultural and historical precedents. (Also applies to C, E, H.)</p> <hr/> <p>Articulate an interpretation of their studio art projects. (Also applies to D, E.)</p>	F. interpersonal and communications skills	<ul style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity
	G. teamwork, and personal and group leadership skills	<ul style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Identify technical, professional, and conceptual practices to aid in career development after graduation.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

Bachelor of Fine Arts in Visual Arts Program

Learning Outcomes

Last Updated: December 15, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Identify historical and cultural concepts/ideas that influence contemporary practice and apply contemporary concepts to art making processes.</p> <hr/> <p>Demonstrate technique and concept skills as they relate to studio art projects.</p> <p style="text-align: right;">(Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Research technical and conceptual topics in creative activity and produce studio work that incorporates these concerns.</p> <p style="text-align: right;">(Also applies to C, H.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Analyze social, political, and technological histories as they relate to studio arts.</p> <p style="text-align: right;">(Also applies to A, B.)</p> <hr/> <p>Synthesize both theoretical concepts and intuitive art making into creative practice.</p> <p style="text-align: right;">(Also applies to G, H.)</p> <hr/> <p>Produce a coherent body of studio work that covers several areas of art practice.</p> <p style="text-align: right;">(Also applies to D, H.)</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge

	D. literacy and numeracy skills	<p>4. Communication skills</p> <p>5. Awareness of limits of knowledge</p>
<p>Use the creative practice as a method of research and learning that integrates ethics, integrity, and social/personal responsibility.</p> <p style="text-align: right;">(Also applies to H, I.)</p>	E. responsible behaviour to self, others and society	<p>5. Awareness of limits of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Articulate the relationship between their body of work (creative and analytical) with their cultural and historical precedents.</p> <p style="text-align: right;">(Also applies to C, E, H.)</p> <hr/> <p>Articulate an interpretation of their studio art projects.</p> <p style="text-align: right;">(Also applies to D, E.)</p> <hr/> <p>Use written and verbal skills to describe and evaluate artistic experiences.</p> <p style="text-align: right;">(Also applies to D, E.)</p>	F. interpersonal and communications skills	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Work collaboratively on research projects and in the production of public presentation of studio art projects.</p> <p style="text-align: right;">(Also applies to E, F.)</p>	G. teamwork, and personal and group leadership skills	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Identify and analyze ongoing research in critical and conceptual thought that is required to keep art practice relevant.</p> <p style="text-align: right;">(Also applies to I.)</p>	H. creativity and aesthetic appreciation	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Identify technical, professional, and conceptual practices to aid in career development after graduation.</p>	I. the ability and desire for continuous learning	<p>6. Autonomy and professional capacity</p>

Combined BA Honours Visual Arts Programs

Program Learning Outcomes

Last Updated: September 09, 9999

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Identify historical and cultural concepts/ideas that influence practice in the visual arts as well as another field of study.</p> <hr/> <p>Demonstrate technique and concept skills as they relate to studio art projects and another field of study. (Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Research technical and conceptual topics with the field of studio arts and another field of concentration. (Also applies to C, H.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Analyze social, cultural, political, and technological histories as they relate to studio arts and another field of concentration. (Also applies to A, B.)</p> <hr/> <p>Synthesize both theoretical concepts and intuitive art making into creative practice. (Also applies to G, H.)</p> <hr/> <p>Produce a body of studio work that covers several areas of art practice. (Also applies to D, H.)</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge

	D. literacy and numeracy skills	<p>4. Communication skills</p> <p>5. Awareness of limits of knowledge</p>
<p>Use the creative practice and acquired skills in the second area of study as a method of research and learning that integrates ethics, integrity, and social/personal responsibility.</p> <p style="text-align: right;">(Also applies to H, I.)</p>	E. responsible behaviour to self, others and society	<p>5. Awareness of limits of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Articulate the relationship between their creative/analytical work with their cultural and historical precedents.</p> <p style="text-align: right;">(Also applies to C, E, H.)</p> <hr/> <p>Articulate an interpretation of their studio art projects as well as output within a second field of concentration.</p> <p style="text-align: right;">(Also applies to D, E.)</p> <hr/> <p>Use written and verbal skills to describe and evaluate artistic experience as well as critical tenets of the student's second field of study.</p> <p style="text-align: right;">(Also applies to D, E.)</p>	F. interpersonal and communications skills	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Work collaboratively on research projects in studio arts and another area of study as well as prepare work for public presentation.</p> <p style="text-align: right;">(Also applies to E, F.)</p>	G. teamwork, and personal and group leadership skills	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Identify and analyze ongoing research in critical and conceptual thought that is required to retain relevancy in the fields of Visual Arts and a second area of concentration</p> <p style="text-align: right;">(Also applies to I.)</p>	H. creativity and aesthetic appreciation	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Identify technical, professional, and conceptual practices to aid in career development after graduation.</p>	I. the ability and desire for continuous learning	<p>6. Autonomy and professional capacity</p>

**University of Windsor
Senate**

5.6.3: **Master of Science in Translational Health Sciences – New Program Proposal (Form A) and New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Master of Science in Translational Health Sciences, including the following new course proposals, be approved:[^]
BIOM-8700. Professional Development Seminar in Translational Health Sciences
BIOM-8705. Experiential Placement in Translational Health Sciences Research
BIOM-8710. Cancer Cell Biology
BIOM-8720. Fundamentals of Oncology

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by Science Program Development Committee (SPDC) as delegated by the Faculty of Science Coordinating Council, the Faculty of Graduate Studies Council (September 21, 2021), Provost, and the Program Development Committee.
- See attached for new program proposal.
- Supporting documentation for the new courses can be accessed by contacting the University Secretariat at ext. 3325, or through the October 22, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.1.

**PROGRAM DEVELOPMENT COMMITTEE
NEW PROGRAM PROPOSAL
FORM A**

Faculty(ies)	Faculty of Science
Department(s)/School(s)	Department of Biomedical Science
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Master of Science in Translational Health Sciences
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	May 2022
Mode of Delivery:	Full-time, predominantly on campus with in-person lectures, off-site experiential learning.
Planned steady-state Student Enrolment (per section B.4.2)	40
Normal Duration for Completion:	12 months
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; Ministry section 4)

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new program with the institution’s mission, goals and objectives as defined in its strategic plan. (to view the strategic plan, go to: www.uwindsor.ca/president)

Translational Health Sciences is a new and rapidly growing research field that seeks to connect or “translate” advances in laboratory medical research with clinical practice for the benefits of patients. In a modern-day approach to healthcare, successful research programs utilize a multidisciplinary team of scientists, health professionals, economists, and statisticians working to solve complex health and social problems. There is a need to offer students a training path that incorporates clinical science, public health, and basic biomedical research to accelerate the application of biological breakthroughs to human health. To address this opportunity, and to a dearth of educated students with these skills, the Faculty of Science is developing a professional MSc. in Translational Health Sciences (hereafter “THS MSc”).

The THS MSc professional program is designed to provide students with education and skills to enter a wide variety of career paths in translational health sciences. Students will gain the experience they need to find careers implementing clinical trials in industry, clinical, and academic settings, as well as work for government agencies and community organizations that engage in disease prevention and health promotion. The THS MSc program includes courses in Cancer Cell Biology, Clinical Research Methods, Advanced Statistics, and Fundamentals of Oncology. A specialized seminar course in Professional Development in Translational Health Sciences will provide students with professional skills, including communication skills and networking skills within the health sciences, allowing them to succeed post-graduation. Students will learn and gain experience through hands-on clinical studies in the Windsor Regional Hospital preparing them for a wide range of career opportunities worldwide. Program graduates will thus have the training and knowledge necessary to become active and successful contributors to the many health industries related to translational health sciences.

The proposed THS MSc program will foster partnerships between the Faculty of Science, the Faculty of Nursing, Windsor Regional Hospital (WRH), Windsor Cancer Research Group, WE Spark Health Institute, Hotel Dieu Grace Hospital and St. Clair College, while training a new generation of clinical researchers. The THS MSc program will leverage existing University of Windsor research strengths in cancer biology, environmental health, and neuroscience, as well as the expanding network of clinical research being done via the Windsor Cancer Research

PROGRAM DEVELOPMENT COMMITTEE

NEW PROGRAM PROPOSAL

FORM A

Group (WCRG) and WE Spark Health Institute. Furthermore, this professional program will provide a new revenue stream for the University of Windsor and will become self-sustaining within a few years. The THS MSc program aligns with “Health and Wellness”, which has been identified as a strategic area of existing program strength and future expansion in the 2017-2020 Strategic Mandate Agreement.

Student participation in clinical trials research at both University of Windsor and Windsor Regional Hospital will also be an important step to growing the capacity for health care research in Windsor-Essex County, and will produce new scholarship for improving disease diagnosis and treatment. The involvement of MD clinicians and other health professionals from Windsor Regional Hospital in the THS MSc program will be essential to expanding collaboration between the hospital and university, and the newly established WE Spark Health Institute, which involves academics and clinicians from the University of Windsor and Windsor Regional Hospital.

Objectives of the Program:

1. Successfully launch the careers of students as health professionals and/or research scientists by providing advanced skills in translating health care research.
2. Prepare culturally and ethically responsive students who can think critically and translate evidence into practice in a health care setting.
3. Produce student-led scholarship that impacts the health and wellness of individuals and communities.
4. Foster strong partnerships between the Faculty of Science, the Faculty of Nursing, and Windsor Regional Hospital.

B.2 Program Content (QAF Section 2.1.4)

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

The THS MSc program will offer a 12-month non-thesis program that combines 8 courses arranged as follows:

- A. 6 traditional lecture-based classes (4 required + 2 electives).
- B. 1 professional development seminar (course conducted over 12 months).
- C. 1 experiential learning placement (course conducted over 12 months). See a further description of courses below.
 - A. Through traditional, lecture-based **coursework**, students will be provided with a foundation in clinical research (e.g., research methods and design, biostatistics, disease biology, clinical diagnosis and treatment). The specific courses—required and elective—are listed in section C.2 below. These classes will prepare students to think critically, and to be able to translate evidence into practice.
 - B. Through the **professional development seminar**, students will gain experience in scientific communication including both oral communication skills and written communication skills, strategies for improving communication, and practice with integrating themselves into a health sciences environment. The program seminar will also provide professional development skills (e.g., job interviews, professional writing, networking) to help launch successful careers. The honing of professional skills that are vital, but often overlooked in other clinical-based programs, should provide graduates with an important advantage over their job-seeking peers.
 - C. The **experiential learning placement** will provide students with practical experience in laboratory methods, data analysis, research ethics, and day-to-day aspects of clinical research trials. In addition, the experiential learning placement will produce student-led scholarship that impacts the health and wellness of individuals and the local community. Experiential learning placements will take place at Windsor Regional Hospital, involving collaboration with a team of physicians and research clinicians.

The skills offered through the THS MSc program will prepare students for success in a wide range of health science settings. THS MSc graduates will be equipped to transition into specialty areas that include:

- (a) Change management in health care systems.
- (b) Implementing clinical trials in industry, clinical and academic settings.
- (c) Disease prevention and health promotion through government agencies and community organizations.
- (d) Admission to medical school.
- (e) Admission to a research-focused graduate program.

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The Faculty of Science has a well-established record of providing high-quality graduate-level educational mentoring and training. Graduate courses delivered within the Faculty of Science consistently provide the most current knowledge and information to students. Faculty involved in delivering courses in the THS MSc program have extensive research in their respective fields, along with a track record of excellence in mentoring students at the graduate level. These faculty are experts in health care research as evidenced by their impressive publications in prestigious scientific journals and the numerous tri-council grants, national, and international research grants. The clinicians are extensively experienced in health care practice. Students will be exposed to hands-on experiential learning using state-of-the-art equipment currently available in these departments, including a brand-new state-of-the-art science research building (the Essex Centre Of Research) and in the Windsor Regional Hospital.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere.

The Translational Health Science program provides innovative curriculum and program delivery with unique assessment practices to provide students with a unique and broad exposure to translational health practices and perspectives. This section has been broken down to explain its curriculum (course content), program delivery and its unique assessment practices:

Curriculum:

The THS MSc curriculum has been designed based on a detailed examination of the curricula in comparable translational health sciences programs, survey feedback from our undergraduate Science and Nursing students, a review of job postings in the discipline, and interviews with potential employers (see section B.4.1 for details). Collectively, these sources have identified three recurring areas of importance for students: 1) biostatistics (especially, when combined with a biology or health background); 2) professional skills (e.g., scientific communication, teamwork, interactions with patients, grant writing); and 3) clinical trial experience (e.g., regulatory environment, research ethics, clinical practicum, and health economics). To meet these needs, we have selected existing courses and created new courses that emphasize these skills and provide students with multiple opportunities to apply what they have learned in a practical setting.

Program Delivery:

The program will have three major delivery approaches:

1. "Theory" will be taught in the classroom settings, with several of the core courses offered during the first semester of the program to prepare students for their experiential learning placements. Teaching strategies will include lecture, discussion, case studies, in-class interactive activities, etc.
2. Experiential learning placements will allow students to apply the knowledge and skills learned in the classroom to translational health sciences research projects in a clinical setting.
3. The professional development seminar runs throughout the program and is designed to help prepare students to enter the workforce by preparing a career plan that includes strategies for professional networking and lifelong learning, as well as a professional portfolio.

The program will focus on in-class and face-to-face instruction and mentoring. The 12-month program provides an intensive and focussed training experience. The one-year nature of this program means that it may provide an additional credential for applying to medical school for interested students.

Unique Assessment Practices:

In addition to traditional assessments strategies (midterm and final exams, papers/essays, class presentations, etc.), students will have the opportunity to work on projects and tasks that reflect the skills and experiences needed for success in translational health sciences careers. Selected examples include:

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- **Problem-based Learning Cases** (*Fundamentals of Oncology* course). In small groups, students will work through current and relevant cases that are jointly presented by the instructor and guest speakers engaged in clinical oncology research and/or patient care. Each case will consist of a lecture on the content relevant to the case, as well as a tutorial to facilitate a problem-based learning approach in working through the case. Students will need to identify what information is known, where existing knowledge gaps remain, and what future research is necessary to address the problem.
- **Team-based Grant Proposal** (*Cancer Cell Biology* course). Students will work in small groups to identify an idea for a translational research project and develop a grant proposal for a targeted granting agency or funding mechanism. With peer feedback along the way, students will write a hypothesis, objectives, aims, and proposed methodologies, ensuring a translational component is embedded into the proposal.
- **Final Report and Colloquium Presentation** (*Experiential Learning Placement* course). Students prepare a final written group report that includes their findings, analysis, and ideas for future research. The final report will also document the contributions of each student to the project. Students present their findings in groups through poster presentations at a Colloquium event in the final semester of the program.
- **Reflective Portfolio** (*Professional Development Seminar* course). Each student will prepare a portfolio comprised of two main sections. In section A, students will present evidence and reflect on their development throughout the program, their ability to meet or exceed the Program Learning Outcomes, and how they exemplify the University of Windsor graduate characteristics. Section B includes a career development and lifelong learning plan, current CV, sample cover letters for a variety of career pathways, and an analysis of their career support network, to be completed at the time of the final report and colloquium presentation.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In developing this new program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*

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- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The University of Windsor's Faculty of Science, and in particular the Biomedical Science Department, recognizes the importance of indigenous perspectives in health sciences and in the training of our students.

The Faculty of Science is in the process of hiring an indigenous knowledge broker who will help in the indigenization of this and other academic programs in the faculty of science. While the new hire will be in our integrative biology department, we are actively seeking approval to hire another indigenous knowledge broker for our health sciences aligned with the local WE Spark Health Institute.

In regard to the required courses proposed for the Translational Health Science program, indigenous content, perspectives and material will be included as follows:

For our *Fundamental of Oncology*, *Cancer Cell Biology* and *Clinical Research Method* courses, case studies, vulnerable population perspectives, ethical consideration, and population sampling for geographical representation will be addressed. For our *Experiential Learning Placements* these aforementioned issues may also be central depending on the focus and particulars of the study population of the research advisor. There will also be opportunities in the *Professional Development Seminar in Translational Health Science* to discuss challenges that reflect Indigenous perspectives in cancer research and patient care with students.

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MINISTRY section 1)

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.

Name of program: Master of Science in Translational Health Sciences.

This is a new and rapidly growing research field that seeks to connect or "translate" the advances in laboratory medical research with clinical practice for the benefit of patients

Degree Designation: Master of Science (M.Sc.),

This is a course-based, non-thesis professional program.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MINISTRY section 5)

Describe the tools and methodology used to conduct the market assessment.

Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

After receiving funding from the UWindsor Curriculum Development Fund, we embarked on a three-pronged approach gathering data to assess the prospects for the proposed THS professional MSc. program. *First*, in February 2018 we contracted Higher Education Strategy Associates (HESA) to identify and analyze competitor programs in Ontario, to determine the potential career paths for THS MSc graduates, and to consult with potential employers to establish the skills and training experiences that are needed for future employees. An interim report was received in April and the final report was completed in July. *Second*, during the Winter 2018 semester a student demand survey was developed and approved by the Research Ethics Board. The survey was designed to identify the desired career

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paths of current undergraduate students majoring in nursing or science, and to determine what features of the proposed program would be perceived as most beneficial to their career development. The survey was implemented in June and a summary of the survey results was circulated to the AAU directors in July. *Third*, throughout 2018 consultations were held with AAU directors, faculty and staff, an external curriculum consultant, and outside partners, to review existing UWindsor courses, to determine the areas of research and teaching expertise, and to define the scope of the program.

HESA Program Feasibility Assessment: HESA conducted a review of the current academic landscape and labour market. The reviews were related but conducted with different approaches. HESA’s review of equivalent programs for curriculum and enrolment, and assessment of employer demand for the skills and competencies developed by the program, suggests that there are strong reasons for moving forward with the proposed program. HESA also reviewed any available information concerning the proposed program after receiving information concerning the rationale for the proposed program, a list of intended program outcomes, and a list of courses and course descriptions (see B.4.5 for details). They then used that material as a basis for comparison with other programs, and to provide a sense of the skills that graduates of the program would bring to the job market. While there are challenges with naming and marketing, particularly since “translational health science” remains a relatively new and somewhat technical term, there are also opportunities in developing a master’s degree that remains relatively novel in Canada and that provides graduates with critical and in-demand professional and clinical skills.

The full HESA feasibility study report is attached in Appendix D.

HESA Analysis of the Labour Market:

In order to determine the potential career paths for THS MSc graduates, and to identify the skills and training experience desired by potential employers, HESA used the complementary approaches of analyzing job postings and interviewing representative employers. Two separate searches of job postings were performed using the proprietary Labour Insight Tool from the company Burning Glass. The Labour Insight tool provides data from thousands of job post sites from across Canada, and while it cannot provide information on job numbers with absolute precision, it does provide a potent empirical basis for assessing what positions are in demand and what sort of training is required to get those jobs. It also generates concrete examples of employers who would offer positions matching the proposed THS MSc curriculum.

In the first search of job postings, keywords were developed from the proposed THS MSc course and program learning objectives and used to search a national list of jobs posted in the past 12 months where a master’s degree was preferred or required. This yielded 328 positions in Canada, which were then examined more closely to verify that each job required the skills developed in the THS MSc program (i.e., clinical experience, oncological knowledge, and well-rounded professional capabilities). Furthermore, jobs that preferred a PhD or MD, were instructor positions, or required extensive work experience were excluded. This refined search yielded 146 positions nationally. Positions that a graduate of the THS MSc program might consider applying for include: Research Associate, Research Coordinator, Data Analyst, Research and Operations Manager, Clinical Trial Project Coordinator, and Clinical Research Associate. While the scan is primarily focused on job opportunities outside universities, it is worth noting that a number of positions that require a master’s degree (and do not require a Ph.D.) are available at university research labs or for individual research projects and initiatives. Outside universities, employers included hospitals, provincial health services, and pharmaceutical companies. In total, these organizations offered a total 95 positions (see Table I) that we identified as having especially strong potential. These positions clearly applied the skills that would be developed by the program, including knowledge and experience with clinical trials, ability to communicate, project management skills, understanding of oncology, and strong teamwork skills.

Table 1: List of non-university employers identified using the Labour Insight Tool.

(1) AbbVie	(18) Chatham Kent Health Alliance	(36) St. Elizabeth Healthcare
(2) Alberta Health Services	(19) Children's Hospital of	(37) St. Michael's Hospital
(3) Alberta Innovates		(38) Sunnybrook Health

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Technology Futures	Eastern Ontario	Sciences Centre
(4) Amaris Consulting	(20) Grand River Hospital	(39) Trillium Gift Of Life Network
(5) Aquinox Pharmaceuticals, Inc	(21) Hoffmann La Roche	(40) Trillium Health Partners
(6) Association of Ontario Health Centres	(22) Humber River Hospital	(41) Trillium Therapeutics Inc
(7) Astrazeneca	(23) Interior Health Authority	(42) University Health Network
(8) Bayer Corporation	(24) Interior Health Authority	(43) Veristat
(9) BC Cancer Agency	(25) IWK Health Centre	(44) Vitalité Zone 1 Beauséjour
(10) BC Centre For Disease Control	(26) Johnson & Johnson	(45) Windsor Regional Hospital
(11) BC Centre For Excellence in HIV/Aids	(27) Kingston General Hospital	(46) Xenon
(12) BC Children's Hospital	(28) Nova Scotia Health Authority	
(13) BC Women's Hospital & Health Centre	(29) Novartis	
(14) Biogen	(30) Ontario Institute for Cancer Research	
(15) Canadian Institute for Health Information	(31) Peterborough Regional Health Centre	
(16) Cancer Care Ontario	(32) Photon Control, Inc	
(17) Centre for Addiction and Mental Health	(33) Quintilesim	
	(34) Services Bioanalytiques Biotrial Inc	
	(35) Southlake Regional Health Centre	

In a second search, all job postings in the health care industry from the past 12 months in Ontario were examined to identify keywords that matched to the proposed THS MSc curriculum. Examples of skills demanded by these health care positions included clinical experience (266 jobs), cancer knowledge (174 jobs), data analysis (142 jobs), clinical research (122 jobs), biostatistics (63 jobs), clinical trials (58), and grant writing (32 jobs).

To identify what skills and training experience is required by employers, HESA conducted phone interviews with representatives from the following organizations: Canadian Institute of Health Information, Erie St. Clair Local Health Integration Network, Windsor Regional Cancer Centre, and Windsor Regional Hospital. These interviews identified three recurring areas of importance for students: 1) biostatistics (especially, when combined with a biology or health background); 2) professional skills (e.g., scientific communication, teamwork, interactions with patients, grant writing); and 3) clinical trial experience (e.g., regulatory environment, research ethics, clinical practicum, and health economics).

In summary, the curriculum offered by the THS MSc program aligns very well with the skills and training experiences desired by employers in the Canadian health care sector. This master's program will serve as a terminal degree necessary to launch careers in clinical trials management, as well as basic or applied medical research programs. There are currently a wide range of job opportunities with dozens of different employers (e.g., universities, hospitals, and industry) across the country.

University of Windsor Student Survey:

A Research Ethics Board (REB) approved survey was conducted between May 28, 2018 and June 13, 2018 using Qualtrics. The survey link was distributed to student members of Science Society, Let's Talk Science, Students Offering Support, the Windsor Cancer Research Group, and all Nursing majors. A total of 103 completed survey responses were received, with 67 identifying as Nursing majors and 36 identifying as Science majors. The vast majority (99%) of respondents were domestic students, which more or less reflects the make-up of our undergraduate Science and Nursing programs. We anticipate that the vast majority of applicants to the THS MSc program will be domestic students, so the survey data should reflect these future applicants. In addition to examining survey responses by major, students were also grouped into *novice learners* (i.e., completed less than

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three years of their program) and *experienced learners* (i.e., completed three years or more of their program).

When asked about their desired education path, most Science students (89%) wished to attend a health sciences professional school (e.g., medicine, dentistry, pharmacy, chiropractic), with < 10% expressing an interest in graduate school. In contrast, Nursing students are interested to either become an RN (63%) or attend graduate school (28%). It is noteworthy that among experienced Nursing students, the proportion interested in graduate school rises to 40%.

When asked which of seven program features were of greatest interest, more than 3/4 of both Science and Nursing students selected working with MD clinicians and participating in the clinical research practicum as highly desirable program components. It is noteworthy that 85% of experienced Science students identified the compact 12-month program as a preference, likely reflecting their wish to enter a health sciences professional program as soon as possible.

Students were also asked how important a set of 11 skills and competencies from the THS MSc program would be for their future job prospects.

Overall, the top skills ranked by importance (extremely or very important) for Science students were:

- (1) apply ethical research practices (81%)
- (2) develop a professional network (78%)
- (3) appraise methods for the diagnosis and treatment of cancer (72%)

The top skills for Nursing students were:

- (1) apply ethical research practices (81%)
- (2) develop a professional network (79%)
- (3) master effective oral communication (76%)

It is noteworthy that Nursing students ranked several skills as generally less important than Science students including: discuss the molecular mechanisms of carcinogenesis, critique the design and implementation of clinical research trials, demonstrate effective grant writing, and describe clinical research funding agencies and regulations. Both Science and Nursing students had very positive views of the employment prospects of graduates. Employability was viewed as very high or above average by 78% of Science students (92% among experienced students) and 73% of Nursing students. A small proportion (5%) of Nursing students viewed employment prospects as below average, but none of the survey students ranked employment as very low. The majority of Science (83%) and Nursing (76%) students agreed or strongly agreed that students would be able to successfully complete the proposed program requirements. The vast majority of Science students (86%) indicate they are likely or very likely to consider this program as a path towards achieving their career goals (i.e., medical school in most cases). Support was particularly strong among experienced Science students at 92%. Since most Nursing students are training to become an RN or Nurse Practitioner, this question is less relevant due to the phrasing. Not surprisingly, only 65% of Nursing students were likely or very likely to consider this program as an alternate path to achieving their career goals.

Overall, a large proportion (69%) of Science students had a very high or above average interest in the THS MSc program, and the level of interest increased to 77% when only experienced Science students were considered. Interest in the program was lower among Nursing students, with only 52% expressing very high or above average interest; however, among experienced Nursing students this value increased to 60%.

In summary, most of the components of the THS MSc program were of interest to prospective students, especially the opportunity to engage with health professionals in clinical research. All of the skills and competencies of the program were valued by students as important to obtaining future employment. Overall interest in the program was high, especially among science students, who also strongly agreed that the THS MSc would provide the training needed to gain future admittance to medical school.

The full student survey questionnaire and results are available as Appendix D.

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B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

Expected proportion (percentage) of domestic and international students. For graduate programs, identification of undergraduate or master's programs from which students would likely be drawn.

We anticipate 100% domestic, with most coming from Ontario university undergraduate programs.

B.4.2 Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

Provide details on projected enrolments in the following tables. For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

<i>Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
<i>In the regular program (non-co-op)</i>					
<i>In the co-op/experiential learning stream (if applicable)</i>	20	30	40	40	40 (Steady state begins in Year 3)
<i>For co-op option: projected number of international students enrolled in the co-op stream</i>	N/A	N/A	N/A	N/A	N/A

<i>Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	N/A. This is a 12-month Graduate-level program.
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	N/A. This is a 12-month Graduate-level program.

B.4.3 Collaborative Program (QAF section 1.6)

If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.

N/A. Not a collaborative program.

B.4.4 Societal Need (Ministry section 6)

Describe the tools and methodology used to assess societal need.

Elaborate on the

- 1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),*
- 2) geographic scope of (e.g., local, regional, provincial, or national), and*
- 3) anticipated duration of, and trends in, societal need for graduates of the new program*

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Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as a review of the proposed program by relevant experts in the field.

The societal need for researchers trained in translational health sciences exceeds the current supply. The THS MSc professional program is designed to fill this need while providing students with the education and skills to succeed in a wide variety of career paths in the health sciences. Students will gain the experience they need to find careers implementing clinical trials in industry, clinical, and academic settings, as well as work for government agencies and community organizations that engage in disease prevention and health promotion. Furthermore, upon graduation students can further their education in medical school or a research-focused graduate program. As spelled out in the Labour Market analysis section above, we have identified nearly 150 positions nationally in the past year that graduates of the THS MSc program are ideally suited for including: Research Associate, Research Coordinator, Data Analyst, Research and Operations Manager, Clinical Trial Project Coordinator, and Clinical Research Associate. These positions are available from more than 50 universities, hospitals, provincial health services, and pharmaceutical companies across the country. This program also fills a void for students from Windsor and Essex County who must currently travel to larger centres to continue their training in translational health sciences or clinical trials research.

In addition to preparing students for future careers, the THS MSc program also offers many other benefits to the university and the region. The University of Windsor has identified a significant need to increase the quantity and quality of experiential learning within the next decade. The Faculty of Science is already well-recognized for its capability and capacity to respond to this demand. The newly proposed THS MSc program will help the Faculty to meet these targets by directly applying classroom learning and theory to solving challenges in health care through the experiential learning placement. Student participation in clinical trials research will also be an important step to growing the capacity for health care research in Windsor-Essex County, and will produce new scholarship for improving disease diagnosis and treatment. The involvement of MD clinicians and other health professionals from Windsor Regional Hospital in the THS MSc program will be essential to expanding collaboration between the hospital and university, and the newly established WE Spark Health Institute, which involves academics and clinicians from the University of Windsor and Windsor Regional Hospital.

B.4.4.1 Societal Need – Letters, Surveys, Statistics

<ul style="list-style-type: none"> • <i>The development of this proposal included consideration of comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.</i> 	X	Yes
<ul style="list-style-type: none"> • <i>The development of this proposal included consideration of comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.</i> 		X No, explain below
<ul style="list-style-type: none"> • <i>The development of this proposal included a review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of anticipated new positions in the field, number of positions in the field current being advertised, etc.)?</i> 	X	Yes
<ul style="list-style-type: none"> • <i>The development of this proposal included a review of statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?</i> 		X No, explain below

If yes, append letters, survey or statistics to proposal. See above for the Labour Market analysis

If no, explain: Translational health sciences is a relatively new and expanding discipline. As noted in the analysis of comparable programs (see section B.4.5 “Duplication” below), there are only two graduate translational health sciences programs in Canada. Although statistical data was not available to track Ontario students leaving

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the province to study elsewhere, consistently strong enrolment patterns in comparable programs at other universities speaks to the potential for the THS MSc program to successfully recruit students.

B.4.5 Duplication (Ministry section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

As part of a program feasibility assessment, HESA conducted a review of equivalent programs for curriculum and enrolment. Programs examined included those relating to translational health science and, more broadly, the development of professional clinical research practices. This included reviewing material available on program websites, university institutional research websites and registrar calendars, and contacting program representatives for further information. This review was designed to provide a sense of how other programs were framing translational sciences studies, and to determine what sort of courses and concentrations are standard. HESA also gathered some data on tuition rates and enrolment figures for comparable programs.

Translational health science is a relatively new academic field, and this novelty is reflected in the comparatively low number of similar programs in North America. Only two graduate translational health science programs were identified in Canada: University of Alberta's Translational Health Program (launched in 2013) and University of Toronto's Master of Health Science in Translational Research (launched in 2015). The U of A program is thesis-based (2-3 years) and the vast majority of students are MDs completing their residencies. In contrast, the U of T program is two years and course-based with an even mix of students coming from a Bachelor or MD background. The U of A curriculum consists of four courses, each covering a different group of human diseases/organ systems, that use clinical cases for students to learn about the design, ethics, and regulation of clinical trials. The curriculum at U of T consists of five full course equivalents (four required and one elective) covering topics such as translational thinking, translational research design, scientific communication, research ethics, research commercialization, project management, and health economics, as well as a capstone project in translational research. The University of Toronto's program is also more industry orientated. Both programs have modest enrolment numbers with 41 students among the first three cohorts at U of A, and 17 and 22 students, respectively, in the 2015-2016 and 2016-2017 cohorts at U of T. Tuition and fees for domestic students (the target group for the THS MSc) at U of T (a professional degree) is \$25,400 for the entire program.

Another group of competitor-programs are the Master of Public Health degrees offered by nearby schools (i.e., Queen's University, McMaster University, and Western University). HESA examined these programs with regard to curriculum, enrolment, and cost. All three programs run for 12-16 months with a practicum or placement component, and coursework covering topics including health promotion, epidemiology, the Canadian public health system, health economics, research methodology and design, and biostatistics. Enrolment numbers at all three programs have been strong for the most recent cohort data: 59 students at Western, 46 students at Queen's, and 19 students at McMaster. Tuition and fees for domestic students (entire program) are \$37,235 at Western, \$21,582 at McMaster, and \$16,896 at Queen's.

In addition to full degree programs, HESA also identified two relevant certificate programs: the Clinical Research Associate certificate (soon to be renamed Applied Clinical Research) at McMaster's Centre for Continuing Education and the Clinical Trials Management certificate from Western. These programs are offered online and are targeted to working health care professionals. The curriculum is similar for both programs and covers topics including research ethics and regulation, clinical trial research methods, clinical trials management and financing, and scientific communication. Western also includes courses on drugs and pharmacology, suggesting a more industry-focused outcome for students, as well as an optional practicum. Enrolment was reported as strong according to representatives from both programs, but exact numbers were not provided.

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In summary, translational health sciences is a new and expanding research discipline. The small number of Canadian graduate programs in this field, combined with consistently strong enrolment patterns in comparable programs at other universities, speaks to the potential for the THS MSc program to successfully attract students. Our program shares many similarities with the curricula of existing programs, but it also offers stronger links with health care professionals. Many of the existing translational health science programs focus on continuing education for working health care professionals with the curriculum frequently offered entirely online. In contrast, our program is uniquely targeting post-baccalaureate domestic students in a face-to-face environment on campus and in the clinic. Lastly, our proposed tuition and fees of \$20,000 is highly competitive with existing programs.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

If the proposed program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs.

As reported in B.4.1 and B.4.4, the student demand for our program is likely to be high, and the societal need for researchers trained in translational health sciences exceeds the current supply.

Innovative and distinguishing features of our program are that:

- We offer a short 12-month intensive program that can serve as a terminal degree for employment or as a launch pad for advanced thesis-based studies.
- The experiential learning placement will enable comprehensive integration/application of content/concepts addressed in our theory-based courses.
- We offer experiential learning placements in both clinical settings at the Windsor Regional Hospital and academic settings at University of Windsor, which supports the area student population to continue their **training locally**.
- The program includes a comprehensive professional development component to prepare students to successfully enter the workforce.
- Our partnership with Windsor Regional Hospital provides students with access to MD clinicians and other health care professionals who will serve as research advisors and provide guest lectures in our courses.
- Team-based work on projects and activities is emphasized throughout the curriculum, which reflects the interdisciplinary working environment found in translational health sciences research.
- Courses will be taught by instructors from the Faculty of Science, with some support from instructors in the Faculty of Nursing, and thus will introduce a diversity of perspectives and experiences from health care and basic research.

B.5 RESOURCES

[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the Budget Summary (Appendix B) with the new program proposal.]

B.5.1 Resources Available

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the proposed program. Please do not name specific individuals in this section.

Within the Faculty of Science, the Department of Biomedical Sciences currently has 9 full time research faculty, 1 Ancillary Academic Staff (AAS), 1 Limited Term Appointment (LTA), 1 lab technician, and 1 secretary with support from other departments for Core Technology, financial matters, and graduate student support. Many of these faculty and staff will be involved in administering this program, as laid out below (section B.5.1.1a). One additional faculty member has been hired to serve as the coordinator of the program (the LTA listed above – Dr. Martin Crozier was hired Aug. 1st, 2020), and sessional instructors may be involved on an as-needed basis.

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B.5.1.1a Faculty Members Involved in the Delivery of the Program

Complete the following table listing faculty members in the AAU offering the proposed program as well as faculty members from other AAUs who are core to the delivery of the proposed program. Indicate in the table the involvement of each faculty member in the new and existing program(s) offered by the AAU.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the NEW program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
BIOMEDICAL SCIENCES			
Dr. Michael Crawford	X	X	X
Dr. Andrew Hubberstey	X	X	X
Dr. John Hudson	X	X	X
Dr. Lisa Porter	X	X	X
Dr. Andrew Swan	X	X	X
Dr. Huiming Zhang	X	X	X
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Dr. Jeff Dason	X	X	X
Dr. Phillip Karpowicz	X	X	X
Dr. Munir Rahim	X	X	X
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Dr. Dora Cavallo-Medved		X	X
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Dr. Martin Crozier			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
NURSING FACULTY			
Dr. Debbie Kane	X		X
Category 6: Sessional and other non-tenure track faculty			
None			
Category 7: Others			
Drs. Caroline Hamm, Windsor Regional Hospital: Experiential Learning Placement clinician	X	X	
Dr. Khalid Hirmiz, Windsor Regional Hospital: Experiential Learning Placement clinician		X	
Dr. Amin Kay, Windsor Regional Hospital: Experiential Learning Placement clinician		X	
Dr. Sindu Kanjeekal, Windsor Regional Hospital: Experiential Learning Placement clinician		X	
Dr. Swati Kulkarni, Windsor Regional Hospital: Experiential Learning Placement clinician		X	

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Dr. John Mathews, Windsor Regional Hospital: Experiential Learning Placement clinician		X	
Dr. Ken Schneider, Windsor Regional Hospital: Experiential Learning Placement clinician		X	
Dr. Indryas Woldie, Windsor Regional Hospital: Experiential Learning Placement clinician		X	

B.5.1.1b Faculty Expertise Available and Committed to Supporting the New Program

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

The Department of Biomedical Sciences, together with the Faculty of Nursing, already have sufficient faculty members to deliver this program. Our faculty serve at the NSERC level on Discovery Grant panels, and at the CIHR level on Project Grant and Foundation Grant panels and are also frequently called upon by both NSERC and CIHR to serve on additional panels for equipment, research partnerships, scholarships and fellowships, and other strategic initiatives. Our faculty have a demonstrated record of recruiting large grants to the University of Windsor from diverse sources that include local, regional, provincial, and national funding agencies. The faculty teaching these courses are known for their innovative and interactive teaching style and the courses include multiple hands-on and team-based assessments (e.g., team-based grant proposal, research proposal presentation, critique of research articles), in addition to traditional quizzes and exams. The clinicians who have agreed to participate in the program are leaders in their field, running clinical programs at the Windsor Regional Hospital. Many of the clinicians have already established research connections with the faculty and staff of the University of Windsor, particularly through the Windsor Cancer Research Group and the WE Spark Health Institute. Complete details of each professors' and clinicians' research fields, publications, awards and achievements can be found in their attached CVs.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program

Describe the area's expected reliance on, and the role of adjunct, limited term, and sessional faculty in delivering the proposed program.

The program will be delivered by the faculty listed in B.5.1.1a. Clinicians in this group will hold adjunct faculty positions with the Department of Biomedical Science. One limited-term faculty has been hired to serve as the program coordinator, and sessional faculty will only be required occasionally, such as filling in for sabbatical leaves.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

Explain how supervisory loads will be distributed and describe the qualifications and appointment status of faculty who will provide instruction and supervision.

Instructors (tenured or tenure-track faculty) will have responsibility for the THS MSc students within their specific graduate course for office hours, feedback, etc. They will be assisted by the THS coordinator in their duties such as course assessment and experiential learning placements. The THS MSc program includes an experiential learning placement, and instructors will play a role in directing the placements in coordination with the THS coordinator,

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overseeing the learning that takes place during the placements by evaluating student's reflections, and logging the hours involved in placement activities.

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

Staff: The coordinator of the THS MSc program will play a key role in overseeing the program and organizing the Professional Development Seminar and teaching some of the courses. The coordinator will oversee the Experiential Learning Placement, coordinating the activities of the THS MSc students and the clinicians at Windsor Regional Hospital.

Services: No additional resources required.

Classrooms: Existing classrooms in the Biology Building, Essex Hall, the new Essex Centre of Research on campus will provide classrooms for the THS MSc program.

Laboratory facilities: All laboratory facilities will be associated with the Experiential Learning Placement, which will primarily occur within clinics at the Windsor Regional Hospital.

GA/TA resources: Graduate Teaching Assistants or Undergraduate Teaching Assistants will not be required.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the proposed program's reliance on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

- Required courses taken from other departments will include the following two courses from the Faculty of Nursing:
 - NURS-8830. Research Methods in Nursing (three credits)
 - NURS-8820. Advanced Statistics (three credits)
- Possible elective courses that the THS MSc students can take from other departments include:
 - BIOC-8684. Cell Death and Diseases (three credits)
 - BIOC-8760. Clinical Biochemistry (three credits)
 - BIOC-8730. Drugs: From Discovery to Market (three credits)
 - COMP-8580. Topics in Bioinformatics (three credits)
 - NURS-8300. Advanced Health Assessment, Diagnostics & Therapeutics of the Oncology/Palliative Patient (three credits)
- We do not anticipate any changes regarding equipment or facilities outside of our control, or external resources.
- Please see the Letter of Support (Appendix E) from the Faculty of Nursing that details their commitment and contributions to the THS MSc program.

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B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the proposed program.

We do not anticipate any new resources as we plan to utilize the current resources in the Department of Biomedical Science to support students in the new program.

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)

There are no planned reallocation of resources or cost-savings. There will be streamlining efforts since students will be taking existing courses where possible.

B.5.1.5a Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the proposed program.

Faculty:	One faculty member, a Coordinator of the THS MSc program
Staff:	No additional staff are required.
GA/TA:	No GAs/TAs are required

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

Describe all **additional institutional resources and services** required by all affected areas or departments to run the proposed program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services:	N/A: no additional library resources or services required.
Teaching and Learning Support:	N/A: no additional Teaching and Learning Support required.
Student Support Services:	N/A: no additional Student Support Services.
Space and Facilities:	N/A: no additional Space and Facilities.
Equipment (and Maintenance):	N/A: no additional Equipment (or Maintenance).

C.1 Admission Requirements (QAF section 2.1.2)

Describe program-specific admission requirements, selection criteria, credit transfer, arrangements for exemptions or special entry, and alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.

Students entering the THS program require:

- A Bachelor of Science degree, or Nursing, or a related field.
- A minimum cumulative GPA of 70% or better in the final two years of study (full time equivalent).
- At least one undergraduate statistics course for science, health, or math disciplines.
- Two letters of reference.
- For applicants whose native language is not English, a satisfactory score on an English proficiency test is required.
 - Applicants are exempt from submitting an English language proficiency examination score if any one of the following conditions is true:

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1. Within the past two years you have completed a university degree at a Canadian institution.
 2. Within the past two years you have completed a university degree at an institution where English was the primary language of instruction, as indicated on our exemption list.
- Applicants that do not fall under the conditions about must meet a minimum IELTS of 7.0 (or equivalent, e.g., TOEFL iBT Score minimum 94, etc.)
 - With no IELTS band score less than 6.5

Selection criteria will include a weighted score for: (1) undergraduate academic average; (2) strength of references; and (3) prior research training, experience, and accomplishments. Candidates will be reviewed and assessed for eligibility by the admissions committee for the THS MSc program, which will be composed of faculty teaching in the program and the program coordinator.

Enrolment will be limited to 40 students annually, due to clinical spaces available for experiential learning.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

The admission requirements have been carefully considered to ensure that students come in with the prerequisite Bachelor's level depth and breadth of knowledge in statistics and scientific research methodologies; ability to apply knowledge and review, present, and critically evaluate statistical information; ability to communicate information and present an effective arguments/analysis; and an understanding of the limits to their own knowledge, ability, and development of transferable skills. This base level of competency will provide students with the opportunity for successful attainment of the Program Learning Outcomes for the THS MSc program.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience. NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course titles.

The THS program is a 12-month program that includes eight (8) graduate level courses. Six (6) of the courses are **required courses** and **include** the three-semester **Professional Development Seminar**, and another three-semester course, the **Experiential Learning Placement** which includes a 216-hour experiential learning placement working in a clinical research environment at the Windsor Regional Hospital, as well as additional lectures, meetings, and presentations associated with progress through the Experiential Learning Placement. The remaining two (2) courses are **electives** chosen from the following courses listed below.

Total courses: Eight graduate level courses:

- 1) Six (6) required **courses** including:
 - BIOM 8710. Cancer Cell Biology (new course, three credits)
 - NURS-8830. Research Methods in Nursing (three credits)
 - NURS-8820. Advanced Statistics (three credits)
 - BIOM-8720. Fundamentals of Oncology (new course, three credits)
 - BIOM-8700. Professional Development Seminar in Translational Health Sciences (new course, one credit), students must enroll in this course in Summer, Fall, and Winter for one hour per week over three terms at 12 weeks/term, or 36 hours in total)
 - BIOM-8705. Experiential Learning Placement in Translational Health Sciences (new course, nine credits). Students must enroll in this course in Summer, Fall, and Winter; 9 credits/semester are as follows. 6 hours/wk. in clinic (weekly breakdown arranged in agreement with clinician and student(s)); 1 hour/wk. with clinician in reviewing project data and plan; 2 hours/wk. developing progress reports, addressing pitfalls, working on monthly report presentation and final report

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presentations; supervised by course instructor (see “Notes on New Courses” below and the course syllabus Appendix F). 6 hours in experiential learning placement/wk. X 12 wks./semester = 72 hours/semester. 72 hours/semester X 3 semester = 216 hours of experiential learning placement, in a clinical research environment at Windsor Regional Hospital. The remaining 3 hours/wk. are spent in meetings with the supervising clinician and course instructor, to review progress and develop presentations associated with progression through the placement as described above.

2) Two elective courses selected from the following:

- BIOL-8008. Special Topics in Biological Sciences (Medical Genomics (three credits))
- BIOL-8008. Special Topics in Biological Sciences (Tumour Immunology and Immunotherapy (three credits))
- BIOC-8684. Cell Death and Diseases (three credits)
- COMP-8580. Topics in Bioinformatics (three credits)
- NURS-8300. Advanced Health Assessment, Diagnostics & Therapeutics of the Oncology/Palliative Patient (three credits)

Notes on New Courses:

In the *Professional Development Seminar in Translational Health Sciences* course, students will work in groups to complete assignments developing creative solutions to challenges in translational health sciences. Students will also create an individual reflective portfolio that will document and track their progress in meeting the Program Learning Outcomes, as well as document their examination of and preparation for a variety of career pathways. See Appendix C for the complete Curriculum Map and Appendix F: Draft syllabus for additional information.

In the *Experiential Learning Placement in Translational Health Sciences* course, students will work in groups on a translational health science research project, together with a research advisor (e.g., academic faculty or health care professional) and the Program Coordinator. At the start of the course, students will review research projects proposed by research advisors and rank these projects based upon their personal preferences and interests. Subsequently, the course instructor will consult students and research advisors to match their interests and needs. The course instructor will then connect groups of students with their research advisors and they will begin their placement. Using the project proposed by the research advisor as a starting point, each student group will then develop a research project proposal that will require them to apply their knowledge to select a study design, research methods, and obtain any regulatory approvals. The 216-hour placement will give students practical experience in many diverse aspects of clinical research that may include interacting with patients, complying with regulatory requirements, collecting data, analyzing data, and collaborating with diverse groups of scientists and health care professionals. Student will gain experience with both written and oral communication through the culminating final research report and scientific poster presentation at the program colloquium that will conclude the *Experiential Learning Placement* course. Students will spend approximately 72 hours per semester at their placement (72 hours/semester x 3 semesters = 216 hours) which equates to approximately 6 hours per week at their placement over the course of a 12-week semester. The requirement of the research project and needs of the research advisor will dictate whether students complete six hours/day/week at their placement or whether these six hours will be divided across multiple days. For more information on this experiential learning course, please see section below, ‘E. Experiential Learning/Co-op Component Only’, and Appendix F for draft syllabus.

Degree requirements:

A student must achieve a grade of at least 70% in to retain credit in each of the required and elective courses.

Note: all program courses are graded (i.e., no pass/fail courses).

Courses used to calculate the major average are:

All required and elective courses.

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Description of thesis option (if applicable):

N/A no thesis option.

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). [If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:

All students are required to be enrolled in the *Experiential Learning Placement* course in each semester of the program.

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.):

Experiential Learning Placement in Translational Health Sciences is nine credit/semester course. Students must enrol in this course in Summer, Fall, and Winter (i.e., 12 months total).

Guidelines for experiential learning placement reports:

While they are conducting 216 hours of experiential learning placement in a clinical setting at the Windsor Regional Hospital, students must also complete the following graded assessments, which amount to an additional 36 hours:

- **Project Proposal** (part of the Experiential Learning Placement in Semester 1). Students will work in small groups to develop project proposals, following a typical Canadian Institutes of Health Research proposal format. Proposals will outline the background literature, research questions, methodology, ethics, and the roles and expectations of each contributing member of the group. Proposals are presented in class and peer and instructor feedback is provided through a revision process, followed by grading of the proposals by the instructor.
- **Progress Reports** (part of the Experiential Learning Placement in Semesters 1, 2, and 3). Individual students prepare brief written reports once per month that summarize project accomplishments, pitfalls, and next steps. Progress reports will also document hours worked on the project and the contributions of each student.
- **Final Report** (part of the Experiential Learning Placement, completed in the final month of Semester 3). Students prepare a final written group report that includes their findings, analysis, and ideas for future research. The final report will also document the contributions of each student to the project.
- **Colloquium Presentations** (part of the Experiential Learning Placement, completed in the final month of Semester 3). Students present their findings in groups through poster presentations at a Colloquium event in the final semester of the program.

General length of experiential learning/co-op work term:

This is a 12-month experiential learning course. Students will enrol in this 9-credit course all 3 semesters. Over the course of 3 semesters, students will participate in a total 216-hour experiential placement (approximately 72 hours per semester). The remainder of the course will be supplemented with weekly meetings, discussions, and presentations for an additional 36 hours each semester (total 324 hours over 12 months). The experiential learning placement will take place in a clinical research environment at Windsor Regional Hospital, under the oversight of both the THS MSc coordinator and a clinician from the hospital. During the placement, students will be involved in

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all components of clinical research from research proposals, to regulatory approval, to observing clinical research, to analyzing results of clinical research, and writing final reports of clinical research.

Is the completion of the experiential learning/co-op component a requirement of the program?

Yes. Completion of the Experiential Learning Placement is a critical program requirement.

C.3.1_For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

The normal duration for program completion is 12 months. Most other comparable programs in Ontario that include an experiential learning placement (section B.4.5) run for 12-16 months and have a similar course workload. In addition, responses from our student survey indicate the majority of Science (83%) and Nursing (76%) students agreed or strongly agreed that students would be able to successfully complete the proposed program requirements. The compact 12-month program was identified as a desirable feature by 85% and 63% of experienced Science and Nursing students, respectively, in our survey. The 12-month cycle from May to April allows for the completion of all degree requirements in time for in-program students to apply and be admitted to medical school or other professional schools in the Fall semester after graduation. This is highly advantageous for recruiting students who wish to minimize the time between graduating with a Bachelor's degree and starting medical school.

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.

N/A, this is not a thesis-based graduate program.

C.3.1.3 Fields in a Graduate Program (optional)

*Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ... [list, as applicable]
The PhD program comprises the following fields: ... [list, as applicable]*

N/A

C.3.2_For All Program Proposals

C.3.2.1 Standing Required for Continuation in Program

*Minimum average requirements for continuation in the program
Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*

Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

Minimum average requirements for continuation in the program:

Students are assigned an integer grade on the 100% scale. A student must maintain at least a 70% in each course.

The granting of an Incomplete grade must follow discussion between the student and the course instructor concerning the nature of the work to be completed and the time period for completion. Courses recorded as Incomplete must be completed and a grade reported within twelve months of the original due date unless an earlier deadline has been established. If such courses are not completed within twelve months, they will be permanently

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designated as Incomplete on the student's transcript. Normally, a student may carry only one Incomplete grade at a time. Graduate students carrying more than one Incomplete grade at the end of a term will have their progress reviewed by their program chair, and a recommendation will be forwarded in each case to the Office of Graduate Studies. Incomplete grades are normally not granted for major papers, theses or dissertations.

The Faculty of Graduate Studies requires that students maintain, at minimum, a cumulative average of 70%.

Courses in which a grade of 70% or higher is received will be accepted for graduate credit.

If a student fails to obtain credit in a course, the course may be repeated once only, at the discretion of the program concerned.

Note: all program courses are graded (i.e., no pass/fail courses).

Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable:

Successful completion of Experiential Learning Placement 1 (BIOL/M-8XX1) in semester 1 is required for enrolment into Experiential learning Placement 2 (BIOL/M-8XX2); Successful completion of Experiential Learning Placement 2 (BIOL/M-8XX2,) in semester 2, is required for enrolment into Experiential Learning Placement 3 (BIOL/M-8XX3). Successful completion of Experiential Learning Placement 3 (BIOL/M-8XX3) is required for graduation from the program

A student that fails to successfully complete any of the Experiential learning Placement courses 1, 2, or 3 will be asked to go on-leave and return the following year to repeat the failed course when it is offered next.

C.3.2.2 Standing Required for Graduation

*Minimum average requirement to graduate in the program
Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].
Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

A student must maintain at least a 70% minimum cumulative GPA.

Note: all program courses are graded (i.e., no pass/fail courses).

C.3.2.3 Suggested Program Sequencing

Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Table 2 Translational Health Science program sequencing:

<u>Semester 1 (Summer)</u>	<u>Semester 2 (Fall)</u>	<u>Semester 3 (Winter)</u>
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Course: Cancer Cell Biology	Course: Fundamentals of Oncology	Course: Advanced Statistics
Course: Clinical Research Methods (can be Summer or Fall)		
	Course: Elective (can be Fall or Winter)	
	Course: Elective (can be Fall or Winter)	
Course: Professional Development Seminar in Translational Health Sciences		
Course: Experimental Learning Placement: Part 1: CIHR-style proposal, regulatory approval (semester 1) Part 2: Clinical learning placement (semesters 1, 2 and 3) Part 3: Final report, presentation (semester 3)		

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. 1) Explain the molecular and genetic mechanisms, pathophysiology, epidemiology, diagnosis, prevention, and treatment of a major health issue (such as cancer) and apply and integrate with clinical practices and settings in Canada. (Also partially contributes to characteristics B, C, D, and F.)	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>OCGS-approved Graduate Degree Level Expectations</p>
<p>B. 2) Critically review and evaluate literature and research methodologies that apply to improving clinical outcomes. (Also partially contributes to characteristics A and C.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. 3) Define the major translational science challenges facing Canada, identify sources of information about these challenges, and generate potential solutions. (Also partially contributes to characteristics A, B, D and E.)</p>	<p>C. critical thinking and problem-solving skills H. creativity and aesthetic appreciation</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>D. 4) Apply the appropriate quantitative tools and biostatistical methods to conduct evidence-based translational research and health outcome evaluation in a clinical setting. (Also partially contributes to characteristics A, C, and E.)</p>	<p>D. literacy and numeracy skills B. research skills, including the ability to define problems and access, retrieve and evaluate information</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 5. Level of Communication Skills 6. Awareness of Limits of Knowledge</p>
<p>E. 5) Apply ethical principles in translational health research and practice. (Also partially contributes to characteristics A and B.)</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits</p>
<p>F. 6) Demonstrate effective oral and written communication skills to plan, conduct, and disseminate health sciences research. (Also partially contributes to characteristics A, B, D, and H.)</p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>
<p>G. 7) Collaboratively write proposals (e.g., grant applications, research projects) that demonstrates an understanding of financing and organization of translational research in Canada, including regulatory bodies, research agencies, and health systems. (Also partially contributes to B, D, and E.)</p>	<p>G. teamwork, and personal and group leadership skills A. the acquisition, application and</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
	integration of knowledge F. interpersonal and communications skills	4. Professional Capacity/autonomy 5. Level of Communication Skills 6. Awareness of Limits of Knowledge
H. See Program Learning Outcomes # 3, 6, and 8, which address creativity in a number of realms, including research, scholarship, communication, professional capacity, and awareness of limits of knowledge.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. 8) Demonstrate career planning and development of skills for the translational research arena to compete for post-graduate employment or additional academic advancement. <i>Also partially contributes to characteristics E, F, G, and H.</i>	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1 Program Structure and Regulations Ensure Learning Outcomes Can be Met

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

Please see the Curriculum Map (Appendix C), that demonstrates the connections between course assessments, course learning outcomes, and the program learning outcomes. The colour-coding within each cell indicates if the Program Learning Outcome is being introduced to students likely for the first time (i.e., pink), is being re-introduced and reinforced through continued development (i.e., yellow), or is being mastered through repeated experience with sufficient depth and breadth of both the theory and applied practice (i.e., green).

C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

For programs with an experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

The experiential learning component of this program is critical to the attainment of the Program Learning Outcomes (PLO). It is through this experience that students will demonstrate mastery and attainment of 7 out of the 8 program learning outcomes in real-world practical clinical research settings. This includes demonstrations of the ability to:

PLO #2) Critically review and evaluate literature and research methodologies that apply to improving clinical outcomes.

PLO #3) Define the major translational science challenges facing Canada, identify sources of information about these challenges, and generate potential solutions.

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PLO #4) Apply the appropriate quantitative tools and biostatistical methods to conduct evidence-based translational research and health outcome evaluation in a clinical setting.

PLO #5) Apply ethical principles in translational health research.

PLO #6) Demonstrate effective oral and written communication skills to plan, conduct, and disseminate health sciences research.

PLO #7) Collaboratively write proposals (e.g., grant applications, research projects) that demonstrate an understanding of financing and organization of translational research in Canada, including regulatory bodies, research agencies and health systems.

PLO #8) Demonstrate career planning and development of skills for the translational research arena to compete for post-graduate employment or additional academic achievement.

Please see the program Curriculum Map (Appendix C) that demonstrates the connections between the *Experiential Learning Placement* course learning outcomes and course assessments with the overall program learning outcomes.

For specific examples of *Experiential Learning Placement* projects please see section E.3 Evidence of Availability of Placements.

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

This program has been designed to provide students with a blend of content around major diseases (e.g., cancer), knowledge in translational research methodologies, and the ability to apply research to clinical settings. The classes will be face-to-face courses as we find this is a better approach for student engagement than online learning.

The three core courses offered in the Summer semester (see Table 1, above) will provide a strong foundation in the theory and principles of biostatistics (*Advanced Statistics* course), disease biology (e.g., cancer; *Cancer Cell Biology* course), and research methods (*Clinical Research Methods* course). The faculty teaching these courses are known for a very innovative and interactive teaching style and the courses include multiple hands-on and team-based assessments (e.g., team-based grant proposal, research proposal presentation, critique of research articles), in addition to traditional quizzes and exams.

In the Fall semester students will be introduced to problem-based learning through the study of several types of cancer in the *Fundamentals of Oncology* course. These cases will challenge students to identify what is known about each disease, what knowledge gaps exist, and what future research is needed to address the problem. A culminating assignment in the oncology course will draw upon the students' knowledge acquired during the Summer and Fall semesters to consider the interdisciplinary intersections of cancer patient care and explore career paths in the oncology health care system. Students will also have the ability to augment and individualize their training through two elective courses in related fields such as medical genomics, clinical biochemistry, pharmaceuticals, and oncology health care.

The theoretical knowledge acquired from the core courses in the Summer and Fall semesters will be put into practice in the *Professional Development Seminar* and *Experiential Learning Placement* courses, both of which run for the duration of the 12-month program. In the seminar course students will work in groups to complete assignments developing creative solutions to challenges in translational health sciences. In addition, students will also create an individual reflective portfolio that will document and track their progress in meeting the Program Learning Outcomes, as well as document their examination of and preparation for a variety of career pathways. In the experiential learning course students will work in groups on a translational health science research project, together with a research advisor (e.g., academic faculty or health care professional) and the course instructor. Each student group will develop a research project proposal that will require them to apply their knowledge to select a study design, research methods, and obtain any regulatory approvals. Their placements will give students practical

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experience in many diverse aspects of clinical research that may include interacting with patients, complying with regulatory requirements, collecting data, analyzing data, and collaborating with diverse groups of scientists and health care professionals. Student will gain experience with both written and oral communication through the culminating final research report and scientific poster presentation at the program colloquium.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	12
Tutorials	N/A
Practical experience	N/A
Service or experiential learning	10
Independent study	N/A
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	3
Studying for tests/examinations	6
Other: <i>[specify]</i>	
<p>Compare the student workload for this program with other similar programs in the AAU: This workload is similar to other professional programs in the Faculty of Science, including the Master of Molecular Biology and Master of Medical Biotechnology.</p>	

C.6 MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

Student achievement in the program will be evaluated using course-embedded assessments that are linked to both course learning outcomes and program learning outcomes, as shown in the Curriculum Map (Appendix C). The Curriculum Map indicates the connections between each course assessment and the Program Learning Outcomes (and in turn the Graduate Characteristics) that the students will be demonstrating upon successful completion of each course assessment.

Each assessment in the program has been created to evaluate the development of learning throughout the program, with special attention to the demonstration of learning by the end of the seminar and the experiential learning courses. To achieve credit in these courses, students will be expected to demonstrate mastery, that is, a proficient level of achievement of each program learning outcome that is linked to each assessment. Key culminating assessments that demonstrate mastery of many of the program learning objectives include the research project proposal, final research report, and colloquium presentation from the *Experiential Learning Placement* course, as well as the reflective portfolio from the *Professional Development Seminar* course.

D. Monitoring and Evaluation (QAF section 2.1.6)

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

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In order to monitor and evaluate the quality of the program, the unit will keep copies of all of the culminating reflective portfolios that students work on throughout the program. The portfolio is designed to provide students with the opportunity to draw on their own evidence that demonstrates their achievement of the program learning outcomes. This portfolio will include student reflections of their progress, examples of student work products (e.g., grant proposals, papers, presentations, posters, case studies, etc.) that demonstrate their achievements, as well as a career development/continuous learning plan for the future. Each portfolio will be evaluated as part of the requirements of the seminar course and will also be important in assessing the quality of the program across years. The portfolio will be evaluated by the THS MSc Program Coordinator (refer to Appendix F: "Professional Development Seminar" assignment 5)

The instructors and administrators of the program will meet following each semester to revisit performance criteria and students' successes/struggles with each form of evaluation. Any areas where students are having particular struggles can then be identified to provide students tips and techniques for overcoming these difficulties. The minimum expectations to achieve credit and be awarded the degree will also be discussed at these meetings, including any clarification and/or revision of expectations.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience

Describe the experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

Through the experiential learning placement, students will gain practical experience working in small groups on a translational health sciences project together with a research advisor (e.g., academic faculty or health care professional) and the instructor (who will also serve as the program coordinator). See section E.3: "Evidence of Availability of Placements" below. Students will participate experiential placement that will be supplemented with weekly lectures, meetings, and/or presentations. At the start of the 12-month experiential placement, student groups will collaboratively develop a project proposal that outlines the study design, methods, and regulatory approvals. Proposals will undergo a process of peer review and revision, in consultation with the research advisor and instructor. Throughout the course, students will prepare individual monthly progress reports, which will culminate in a final group report that documents the research data, analysis, and outcomes for the project. In addition, student groups will present their findings as a poster at the Translational Health Sciences Master's Colloquium in the final semester.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the curriculum.

The three core courses offered in the Summer semester (first semester) will provide a strong foundation in the theory and principles of biostatistics (*Advanced Statistics* course), disease biology (e.g., cancer; *Cancer Cell Biology* course), and research methods (*Clinical Research Methods* course). Each of these courses include multiple hands-on and team-based assessments (e.g., team-based grant proposal, research proposal presentation, critique of research articles), in addition to quizzes and exams covering theory and basic principles. Furthermore, in the Fall semester students will be introduced to problem-based learning through the study of several types of cancer in the *Fundamentals of Oncology* course. These cases will challenge students to identify what is known about each disease, what knowledge gaps exist, and what future research is needed to address the problem. Collectively, the assessments in these courses will provide students with multiple opportunities to apply their research skills to authentic research problems, and help prepare students for their experiential learning placement.

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E.3 Evidence of Availability of Placements

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed? [NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

Multiple consultation sessions were initiated in 2018 with health care professionals at Windsor Regional Hospital and faculty in the Faculty of Science and the Faculty of Nursing to discuss the concept and design of the THS MSc program. These sessions were also used to solicit interest to host research projects for the *Experiential Learning Placement* course. Benefits to the research advisor that were discussed include: 1) students will receive extensive training prior to starting hands-on research; 2) the experiential learning is of sufficient duration and intensity to make substantial contributions to the principal investigator's research; 3) students will receive support and guidance from the course instructor; and 4) there are no salary costs for the research. Ongoing communication with these local clinical and academic departments confirm continued interest as expressed in the updated letters of support (see Appendix E).

One important feature of this program is involving graduate students in hands-on research, both at the project development stage and at a hands-on practical stage. The recruitment of research advisors and projects will begin each year in the Winter semester prior to the start date for each cohort of students. The course instructor will solicit research project proposals using a template (see sample templates found below in section E. 3 "Example Experiential Learning Placement Projects" page p.30). Researchers will be required to provide a brief overview of the proposed project, including a description of the research objectives and methods, and the tasks and responsibilities for the student researchers. The course instructor will evaluate each proposal to confirm it is complete, aligned with the themes of translational health sciences, and appropriate for a team of 2-3 students with the training and experience provided by the THS MSc program courses. At the start of the program in the Summer semester, students will then be able to review the available research projects and rank their preferences. The course instructor will then consult with both the students and research advisors to match their interests and needs. The course instructor will then connect the interested students and the research advisors, so that the students can gain experience in a hands-on research environment throughout the program (i.e., subsequent Summer, Fall, and Winter semesters) through the Experimental Learning Placement course.

We anticipate an enrollment of 20 students in the first year of the program, which will necessitate having about eight research projects, each with 2-3 students. Below we have included five example projects from health care professionals at Windsor Regional Hospital. Thus far we have received a commitment from eight medical doctor clinicians at the hospital who have agreed to serve as research advisors including Drs. Caroline Hamm, Khalid Hirmiz, Sindu Kanjeekal, Amin Kay, Swati Kulkarni, John Mathews, Ken Schneider, and Indryas Woldie (see Appendix E: Letters of Support, including those from Windsor Regional Hospital). We anticipate that the majority of research projects will be hosted at the hospital; however, some projects will also be directed by faculty on campus at University of Windsor, other departments in the Faculty of Science, and/or the Faculty of Nursing.

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Example Experiential Learning Placement Projects
Translational Health Sciences Master's Program

PI Name: Indryas Woldie

Co-PI Name: Caroline Hamm

Co-PI Name: Hussein, Abdulkadir

Faculty: Science

Department/School/Program: Biomedical Sciences and Mathematics & Statistics

Organization (if outside UWindsor): _____

Project Title: Trends in Vital Signs in Relation to Patient Outcomes during Induction Phase in Treatment of Acute Leukemia

Project Description (250 words or less):

Windsor Regional Hospital (WRH) treats approximately 17 patients a year with acute myeloid leukemia. After induction chemotherapy, patients are required to stay in hospital for 3-4 weeks due to their increased risk of neutropenic fevers and being admitted to the intensive care unit (ICU). Methods: Our goal was to conduct a retrospective chart review to determine if there was a correlation between patient vitals and ICU admission. Vitals were analyzed over 24 hours, either prior to ICU admission (ICU group) or 5 days after the initiation of induction chemotherapy (control group). Results: Temperature (T), heart rate (HR) and blood pressure (BP) did not significantly change in patients during this time. However, an increase in respiratory rate (RR) and FiO₂ often occurred in the 24 hours prior to admission. This suggests an increase in RR or FiO₂ may be predictive of ICU admission during induction chemotherapy. There was no significant difference between groups in the average number of vital signs taken. When compared to HR, BP and O₂Sat, RR was recorded the least in the 24 hours leading up to ICU admission. Recording RR more often may help health teams admit patients to the ICU earlier, which will lead to improved survival. Reason for ICU admission was predominantly related to respiratory failure, highlighting the need for increased measurement of related vital signs such as RR and O₂Sat. Conclusion: More attention should be paid to monitoring respiratory rate and oxygen needs in acute leukemia patients during induction chemotherapy.

Student Research Tasks and Activities (250 words or less):

- Follow steps needed to obtain REB clearance for research project
- Coordinate and report research updates at meetings with research team
- Collect and analyze data
- Prepare a summary of results
- Present results to research team, discuss and incorporate feedback into final results report
- Create a presentation of the project and findings

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Example Experiential Learning Placement Projects
Translational Health Sciences Master's Program

PI Name: Swati Kulkarni

Co-PI Name: Luis Rueda

Faculty: Science **Department/School/Program:** Biomedical Sciences and Computer Science

Organization (if outside UWindsor): _____

Project Title: **Assessment of Cardiotoxicity and HER2-targeted therapy Interruption in Breast Cancer Patients.**

Project Description (250 words or less):

In breast carcinomas that overexpress the oncogene human epidermal growth factor receptor (HER2), the targeted biologic treatment trastuzumab is used. Trastuzumab increases overall and disease-free survival but also causes side effects, one of which is decreased left ventricular ejection fraction (LVEF). This cardiotoxicity is frequently reversible when interrupted; therefore, clinical guidelines suggest discontinuation of trastuzumab treatment if the LVEF drops moderately from baseline or with symptomatic heart failure. In this study, information from 204 patients treated at the Windsor Regional Cancer Program was used to create a data set regarding the effect of 60 features on trastuzumab therapy continuity. Using the chi-square statistical method, factors such as weight, body surface area, number of chemotherapy cycles, number of trastuzumab treatments, LVEF at first heart scan, size of tumor at diagnosis, height, and age at diagnosis were found to be highly correlated with treatment interruption. Using the Pearson correlation coefficient, LVEF at first heart scan was found to have the highest strength of correlation. These results will help clinicians prognosticate which patients will likely encounter cardiac dysfunction; additionally, this database will be used for survival analysis in the future.

Student Research Tasks and Activities (250 words or less):

- Follow steps needed to obtain REB clearance for research project
- Complete a literature review and summarize the results
- Coordinate and report research updates at meetings with research team
- Collect and analyze data
- Prepare a summary of results
- Present results to research team, discuss and incorporate feedback into final results report
- Create a presentation of the project and findings

Example Experiential Learning Placement Projects
Translational Health Sciences Master's Program

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PI Name: Caroline Hamm

Co-PI Name:

Faculty: Science

Department/School/Program: Biomedical Sciences

Organization (if outside UWindsor): _____

Project Title: **A preemptive approach to reduce emergency room utilization by patients being treated with chemotherapy**

Project Description (250 words or less):

In the 2014-2019 Systemic Treatment Provincial Plan, Cancer Care Ontario reported a high number of cancer patients visit the emergency room (ER) due to adverse effects of chemotherapy. One main priority highlighted was the need to reduce ER utilization by these patients in order to improve patient care and decrease financial strain on the health care system. Here, we assessed the frequency, cause, and outcome of ER visits at Windsor Regional Hospital from patients on chemotherapy. Over a 5-week period, 60 patients produced 69 visits of which 29% were due to adverse effects of chemotherapy, including fever, neutropenia, and infection. Breast and hematologic malignancies were the most common in these patients. Fifteen patients agreed to a phone interview to discuss their ER visit. When asked, none of these patients called the Cancer Centre prior to visiting the ER; 33% attributed this to it being after-hours and 27% stated that they did not know calling was an option. Our findings suggest there is a lack of patient initiative in contacting the Cancer Centre regarding health concerns prior to seeking emergency care. Subsequently, we are implementing a preventative strategy in which an oncology nurse will make weekly phone calls to breast cancer, lymphoma, and myeloma patients who are currently receiving chemotherapy. This pre-emptive strategy will allow patients to discuss concerns about their treatment and in turn reduce ER utilization.

Student Research Tasks and Activities (250 words or less):

- Follow steps needed to obtain REB clearance for research project
- Complete a literature review and summarize the results
- Coordinate and report research updates at meetings with research team
- Collect and analyze data
- Prepare a summary of results
- Present results to research team, discuss and incorporate feedback into final results report
- Create a presentation of the project and findings

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**Example Experiential Learning Placement Projects
Translational Health Sciences Master's Program**

PI Name: Caroline Hamm

Co-PI Name: Hussein, Abdulkadir

Faculty: Science **Department/School/Program:** Biomedical Sciences and Mathematics & Statistics

Organization (if outside UWindsor): _____

Project Title: **Prostate Cancer Outcomes and Ethnicity in Windsor-Essex County**

Project Description (250 words or less):

Objectives: To determine whether the ethnicity of a patient diagnosed with prostate cancer in the Windsor-Essex County region influences baseline cancer characteristics or clinical outcome. If a relationship was found, this would provide an opportunity to explore improvements in management. **Methods:** A retrospective chart review was conducted with patients diagnosed with prostate cancer at the Windsor Regional Cancer Centre (WRCC) between 2000-2010. To identify patient ethnicity, we used patient surnames as a proxy. Statistical analysis was performed (COX regression model and Kaplan Meier survival curves) to determine if there were any ethnic disparities in cancer outcomes or baseline cancer characteristics. **Results:** Characteristics investigated included age at diagnosis, prostate cancer stage, PSA (pre- and post-treatment), Gleason score, and treatment received. Clinical outcome was defined by survival in months. There were no statistically significant findings that tied ethnicity to differences in either cancer characteristics or clinical outcomes in patients diagnosed with prostate cancer. **Conclusion:** There was no statistically significant relationship found between ethnicity and cancer outcomes or baseline characteristics. However, further studies are recommended to examine the reason for lack of ethnic disparities, which have been described in previous papers.

Student Research Tasks and Activities (250 words or less):

- Follow steps needed to obtain REB clearance for research project
- Complete a literature review and summarize the results
- Coordinate and report research updates at meetings with research team
- Collect and analyze data
- Prepare a summary of results
- Present results to research team, discuss and incorporate feedback into final results report
- Create a presentation of the project and findings

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Translational Health Sciences Master's Program**

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PI Name: Khalid Hirmiz

Co-PI Name:

Faculty: Science

Department/School/Program: Physics

Organization (if outside UWindsor): _____

Project Title: **A retrospective chart review of patients diagnosed with rectal cancer treated at the Windsor Regional Cancer Centre, examining treatments and outcomes**

Project Description (250 words or less):

Colorectal cancer is a common cancer in the developed world, the third most common diagnosed cancer in Canada (excluding non-melanoma skin cancers), the second leading cause of death from cancer in men and the third leading cause of death from cancer in women in Canada. The goal of this project is to conduct a retrospective review of our colorectal cancer patients treated at Windsor Regional Cancer Centre. Our scope is to review our patients with the diagnosis of rectal cancer who were treated with multimodality treatments (chemotherapy, pelvic radiation therapy and surgery), and to determine the outcome in respect to response rate, rates of complete pathological response following neoadjuvant chemo-radiation, and survival at 5 years following the diagnosis. The results are also compared to what is reported in the literature.

Student Research Tasks and Activities (250 words or less):

- Follow steps needed to obtain REB clearance for research project
- Complete a literature review and summarize the results
- Coordinate and report research updates at meetings with research team
- Collect and analyze data
- Prepare a summary of results
- Present results to research team, discuss and incorporate feedback into final results report
- Create a presentation of the project and findings

E.4 Mechanism for Supervision of Placements (QAF section 2.1.9)

Describe the mechanism that will be established for the supervision of experiential learning placements.

Students will be supervised by a combination of the program coordinator and a research advisor (e.g., academic faculty or health care professional). The course instructor oversees the course scheduling and design, provides support to students, and implements and evaluates the course assessments. The research advisor hosts the research project and provides guidance to the student to help them as they assist with the research project during the Experiential Learning Placement. In addition to the experiential placement, the course will also include weekly lectures, meetings, and/or presentations organized by the instructor that will provide opportunities to discuss expectations for research projects, identify areas where students are succeeding or struggling, and provide support and guidance on the various steps in the stages of the research pipeline. Students will begin the semester by preparing team-based research project proposals, which will be presented in class and receive feedback from peers and the instructor through a revision process, in consultation with the research advisor. Once the hands-on research project begins, students will be required to prepare written monthly reports that summarize project accomplishments, pitfalls, and next steps. These reports will be reviewed by the instructor, who will then consult with the research advisor if needed regarding any concerns or questions. Research advisors will be required to meet

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once per week for an hour with their student research team to review progress, discuss challenges, and identify research tasks for the upcoming week. The instructor will also meet monthly with all of the research advisors in the program to discuss expectations for the research advisors, successes and challenges across the experiential placement program, and to track progress.

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the experiential learning component, if applicable. NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

At this time there are no additional fees for the experiential learning component beyond the tuition for the THS MSc program.

E.6 AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement.

N/A.

E.7 Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

N/A. The *Experiential Learning Placement* course is not a co-op program.

The following appendices are filed in the University Secretariat:

Appendix A: Faculty CVs

Appendix B: Budget Summary Sheet*

Appendix D: Program Feasibility Study*

Appendix F: Draft Syllabi*

Appendix G: Library Report*

*or go to the October 22, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <https://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes-draft>. To access this particular item, go to item 5.1.

See attached for:

Appendix C: Translational Health Sciences Curriculum Map

Appendix E: Letters of Support

Program Learning Outcomes	Windsor's Graduate Characteristics	DLEs	Cancer Cell Biology		Clinical Methods	
			Course Learning Outcomes	Assessments	Course Learning Outcomes	Assessments
			1) Describe the processes underlying the transformation of a normal cell to its malignant counterpart, and the consequences of malignant transformation and metastasis on the cellular and organism level. 2) Describe the molecular mechanisms underlying DNA damage and repair. 3) Explain the epigenetic interactions between the environment, regulation of gene expression, and cancer development. 4) Describe the functions of oncogenes and tumour suppressor genes in cancer. 5) Explain the molecular mechanisms regulating cell division, cell cycle, apoptosis, and how external and internal stimuli can promote or inhibit these processes. 6) Describe the laboratory techniques and methods used in cancer research. 7) Explain how the biological knowledge of cancer development is used in modern cancer treatment. 8) Write a grant application to a selected granting agency or funding mechanism for a translational research project and identify what where it lies in translational pipeline. 9) Review and evaluate a translational research paper.	1) Student presentations on their selected translational research papers, reviewing and evaluating the paper, proposing next steps for integration into practical settings, and identifying gaps in the translational pipeline. 2) Team-based grant proposal. Students identify an idea for a translational research project, and develop a grant proposal for a targeted granting agency or funding mechanism. With peer feedback along the way, students will write a hypothesis, objectives, aims, and proposed methodologies, ensuring a translational component is embedded into the proposal 3) Midterm and Final Exams. Closed-book exams using a mix of MCQs that assess students ability to perform actual analyses, produce and interpret results.	1) Understand the role of disciplined research in generating and testing nursing theory, and guiding nursing practice. 2) Identify the steps that a researcher undertakes to complete a research study. 3) Apply efficient and critical approaches to literature reviews. 4) Understand the responsibilities of a researcher in protecting the rights of human subjects involved in nursing research. 5) Describe various research designs appropriate for answering specific nursing research questions/hypotheses. 6) Understand the equal importance of both qualitative and quantitative research approaches in enhancing nursing science. 7) Critically analyze and critique selected research reports incorporating design principles. 8) Write a research proposal while differentiating between qualitative and quantitative proposal writing techniques.	1) Research Abstract/Proposal. Students compose a research proposal that addresses a research question highlighting the theoretical and clinical significance and utilizing a suitable methodology 2) Presentation of Research Proposal. Students present their research proposals and identify any unique ethical considerations that may have to be addressed prior to completing the study. 3) Research Critique.
1. Explain the molecular and genetic mechanisms, pathophysiology, epidemiology, diagnosis, prevention, and treatment of a major health issue (such as cancer) and apply and integrate with clinical practices and settings in Canada. (partially contributes to characteristics B, C, D, and F)	A. the acquisition, application and integration of knowledge	1, 2, 3, 6	CLOs 1, 2, 3, 4, 5, 6	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #1 (WGC-A) by the end of this course.</i>		
2. Critically review and evaluate literature and research methodologies that apply to improving clinical outcomes. (partially contributes to characteristics A and C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) D. literacy and numeracy skills	2, 3, 6	CLOs 6, 7	Assessment 1. <i>Students are expected to demonstrate developing skills towards PLO #2 (WGC-B & D) by the end of this course.</i>	CLOs 2, 3, 5, 7	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #2 (WGC-B & D) by the end of this course.</i>
3. Define the major translational science challenges facing Canada, identify sources of information about these challenges, and generate potential solutions. (partially contributes to characteristics A, B, D, E)	C. critical thinking and problem-solving skills H. creativity and aesthetic appreciation	1, 2, 3, 4, 6	CLOs 8, 9	Assessment 1. <i>Students are expected to demonstrate introductory understanding of PLO #3 (WGCs-C&H) by the end of this course.</i>		
4. Apply the appropriate quantitative tools and biostatistical methods to conduct evidence-based translational research and health outcome evaluation in a clinical setting. (partially contributes to characteristics A, C, and E)	D. literacy and numeracy skills B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2, 3, 5, 6			CLOs 3, 5, 6, 7, 8	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #4 (WGC-B & D) by the end of this course.</i>
5. Apply ethical principles in translational health research. (partially contributes to characteristics A and B)	E. responsible behaviour to self, others and society	4, 6	CLO 8	Assessment 2. <i>Students are expected to demonstrate introductory understanding of PLO #5 (WGC-E) by the end of this course.</i>	CLOs 2, 4	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #5 (WGC-E) by the end of this course.</i>

6. Demonstrate effective oral and written communication skills to plan, conduct, and disseminate health sciences research. <i>(partially contributes to characteristics A, B, D, and H)</i>	F. interpersonal and communications skills	5	CLOs 8, 9	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #6 (WGC-F) by the end of this course.</i>	CLOs 7, 8	Assessments 1, 2, 3. <i>Students are expected to demonstrate developing skills towards PLO #6 (WGC-F) by the end of this course.</i>
7. Collaboratively write proposals (e.g. grant applications, research projects) that demonstrate an understanding of financing and organization of translational research in Canada, including regulatory bodies, research agencies, and health systems. <i>(partially contributes to B, D, and E)</i>	G. teamwork, and personal and group leadership skills A. the acquisition, application and integration of knowledge F. interpersonal and communications skills	1, 2, 3, 4, 5, 6	CLOs 8, 9	Assessment 2. <i>Students are expected to demonstrate introductory understanding of PLO #7 (WGC-A, F, & G) by the end of this course.</i>		
8. Demonstrate career planning and development of skills for the translational research arena to compete for post-graduate employment or additional academic advancement. <i>(partially contributes to characteristics E, F, G, and H)</i>	I. the ability and desire for continuous learning	4				
Duration			May-August (Summer semester)		May-August (Summer semester)	

Introductory
Developing
Proficiency (mastery)

Program Learning Outcomes	Windsor's Graduate Characteristics	DLEs	Biostatistics		Fundamentals of Oncology	
			Course Learning Outcomes	Assessments	Course Learning Outcomes	Assessments
			1) Interpret statistical concepts and their applications to health care research. 2) Critically analyze and communicate selected quantitative research reports and make judgement on the accuracy of the statistical techniques employed on those reports. 3) Decide what statistical technique will provide the best answer to a given research question. 4) Differentiate between parametric and nonparametric tests and articulate their underlying assumptions. 5) Use the SPSS to conduct statistical analyses. 6) Utilize knowledge of statistical inferences to make proper conclusions about research generalizability to target populations. 7) Analyze and extrapolate statistical results to evaluate research findings and their impact on the health of target populations.	1) Quizzes. Quizzes consist of in-class computer based data analysis to demonstrate understanding of course material. Includes short answer and MCQs. 2) Midterm and Final Exams. Closed-book exams using a mix of MCQs that assess students ability to perform actual analyses, produce and interpret results.	1) Describe the etiology, pathophysiology, and progression of cancer, and how these factors relate to the patient experience. 2) Describe the interdisciplinary methods of cancer control and prevention. 3) Describe the methods used for cancer risk assessment, screening, and diagnosis. 4) Describe the traditional and emerging cancer therapies. 5) Identify relevant cancer statistics and epidemiology. 6) Review cancer care cases, working in groups, and present creative/relevant/ethical solutions to interdisciplinary challenges to cancer care, control, and prevention. 7) Identify relevant ethical issues arising in the care of patients with cancer. 8) Explain the interdisciplinary aspect of cancer patient care including the contributions of basic sciences, clinical medicine, health services research, and the social sciences.	1) Problem-based Learning Cases. In small groups, students will work through current and relevant cases that are jointly presented by the instructor and guest speakers engaged in clinical oncology research and/or patient care. Each case will consist of a lecture on the content relevant to the case, as well as a tutorial to facilitate a problem-based learning approach in working through the case. Students will need to identify what information is known, where existing knowledge gaps remain, and what future research is necessary to address the problem. 2) Culminating Assignment. Students individually consider the interdisciplinary intersections of cancer patient care, as well as examine the training and qualifications of a diversity of career paths involved in the oncology health care system (e.g., research scientists, medical doctors, clinicians, nurses, epidemiologists, social workers etc.).
1. Explain the molecular and genetic mechanisms, pathophysiology, epidemiology, diagnosis, prevention, and treatment of a major health issue (such as cancer) and apply and integrate with clinical practices and settings in Canada. (partially contributes to characteristics B, C, D, and F)	A. the acquisition, application and integration of knowledge	1, 2, 3, 6	CLOs 1, 2, 3, 4, 5, 6		CLOs 1, 2, 3, 4, 5, 6	Assessments 1, 2. Students are expected to demonstrate proficiency of PLO #1 (WGC-A) by the end of this course.
2. Critically review and evaluate literature and research methodologies that apply to improving clinical outcomes. (partially contributes to characteristics A and C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) D. literacy and numeracy skills	2, 3, 6	CLOs 2, 7	Assessment 2. Students are expected to demonstrate developing skills towards PLO #2 (WGC-B & D) by the end of this course.	CLOs 5, 6	Assessment 1. Students are expected to demonstrate proficiency of PLO #2 (WGC-B & D) by the end of this course.
3. Define the major translational science challenges facing Canada, identify sources of information about these challenges, and generate potential solutions. (partially contributes to characteristics A, B, D, E)	C. critical thinking and problem-solving skills H. creativity and aesthetic appreciation	1, 2, 3, 4, 6			CLO 6, 8	Assessments 1, 2. Students are expected to demonstrate development towards PLO #3 (WGCs-C&H) by the end of this course.
4. Apply the appropriate quantitative tools and biostatistical methods to conduct evidence-based translational research and health outcome evaluation in a clinical setting. (partially contributes to characteristics A, C, and E)	D. literacy and numeracy skills B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2, 3, 5, 6	CLOs 1, 2, 3, 4, 5, 6, 7	Assessments 1, 2. Students are expected to demonstrate developing skills towards PLO #4 (WGC-B & D) by the end of this course.		
5. Apply ethical principles in translational health research. (partially contributes to characteristics A and B)	E. responsible behaviour to self, others and society	4, 6			CLOs 6, 7	Assessment 1. Students are expected to demonstrate development towards PLO #5 (WGC-E) by the end of this course.

6. Demonstrate effective oral and written communication skills to plan, conduct, and disseminate health sciences research. <i>(partially contributes to characteristics A, B, D, and H)</i>	F. interpersonal and communications skills	5			CLOs 6, 8	Assessments 1, 2. Students are expected to demonstrate development towards PLO #6 (WGC-F) by the end of this course.
7. Collaboratively write proposals (e.g. grant applications, research projects) that demonstrate an understanding of financing and organization of translational research in Canada, including regulatory bodies, research agencies, and health systems. <i>(partially contributes to B, D, and E)</i>	G. teamwork, and personal and group leadership skills A. the acquisition, application and integration of knowledge F. interpersonal and communications skills	1, 2, 3, 4, 5, 6			CLO 6	Assessment 1. Students are expected to demonstrate development towards PLO #7 (WGC-A, F, & G) by the end of this course.
8. Demonstrate career planning and development of skills for the translational research arena to compete for post-graduate employment or additional academic advancement. <i>(partially contributes to characteristics E, F, G, and H)</i>	I. the ability and desire for continuous learning	4			CLO 8	Assessment 2. Students are expected to demonstrate development towards PLO #8 (WGC-I) by the end of this course.
Duration			May-August (Summer semester)		September-December (Fall semester)	

Proficiency (mastery)

Program Learning Outcomes	Windsor's Graduate Characteristics	DLEs	Professional Development Seminar in THS		Experiential Learning Placement in THS	
			Course Learning Outcomes	Assessments	Course Learning Outcomes	Assessments
			1) Objectively assess personal strengths and limitations, related to career goals, through individual reflection and peer feedback. 2) Develop a well-organized and effective professional portfolio. 3) Develop a career support network consisting of peers, mentors, psychosocial support, and professional connections. 4) Generate creative solutions to challenges in translational health sciences. 5) Utilize available information, support, guidance, and resources to enhance academic and professional success.	1) Challenges in Translational Health Sciences. Students will work in groups to generate creative solutions to problems in translational health sciences, focusing on connections to their own professional development needs and opportunities. These challenges will be introduced and discussed through a combination of lectures by the instructor, assigned literature readings, and guest speakers from translational health sciences experts from academia, the health care system, and the pharmaceutical industry. 2) Reflective Portfolio. Each student will prepare a portfolio comprised of two main sections. Section A will provide evidence and reflections on how students have developed throughout the program and can now demonstrate their abilities in meeting the Program Learning Outcomes and how they exemplify the University of Windsor graduate characteristics. Section B includes a career development and lifelong learning plan, current CV, sample cover letters for a variety of career pathways, and an analysis of their career support network	1) Refine research questions and develop problem statements that address specific research project goals. 2) Apply appropriate conceptual frameworks, research designs, and methodology to answer specific project goals and questions. 3) Assess the strengths and limitations of selected research designs and methodology with respect to quality, bias, ethics, and potential applications. 4) Assess the implications of conclusions drawn in research projects. 5) Acquire necessary approvals (e.g., regulatory, safety, ethics, etc.) for their project placements. 6) Effectively communicate their clinical research findings both orally and in writing. 7) Collaborate with multidisciplinary professional groups within the health sciences.	1) Project Proposal. Students will work in small groups to develop project proposals, following a typical Canadian Institutes of Health Research proposal format. Proposals will outline the background literature, research questions, methodology, ethics, and the roles and expectations of each contributing member of the group. Proposals are presented in class and peer and instructor feedback is provided through a revision process. 2) Progress Reports. Individual students prepare brief written reports once per month that summarize project accomplishments, pitfalls, and next steps. Progress reports will also document hours worked on the project and the contributions of each student. 3) Final Report. Students prepare a final written group report that includes their findings, analysis, and ideas for future research. The final report will also document the contributions of each student to the project. 4) Colloquium Presentations. Students present their findings in groups through poster presentations at a Colloquium event in the final semester of the program.
1. Explain the molecular and genetic mechanisms, pathophysiology, epidemiology, diagnosis, prevention, and treatment of a major health issue (such as cancer) and apply and integrate with clinical practices and settings in Canada. (partially contributes to characteristics B, C, D, and F)	A. the acquisition, application and integration of knowledge	1, 2, 3, 6				
2. Critically review and evaluate literature and research methodologies that apply to improving clinical outcomes. (partially contributes to characteristics A and C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) D. literacy and numeracy skills	2, 3, 6			CLOs 1, 2, 3, 4, 5	Assessments 1, 2, 3. Students are expected to demonstrate proficiency of PLO #2 (WGC-B & D) by the end of this course.
3. Define the major translational science challenges facing Canada, identify sources of information about these challenges, and generate potential solutions. (partially contributes to characteristics A, B, D, E)	C. critical thinking and problem-solving skills H. creativity and aesthetic appreciation	1, 2, 3, 4, 6		Assessment 1. Students are expected to demonstrate proficiency of PLO #3 (WGCs-C&H) by the end of this course.	CLOs 1, 2, 3, 4	Assessments 1, 2, 3. Students are expected to demonstrate proficiency of PLO #2 (WGC-C & H) by the end of this course.
4. Apply the appropriate quantitative tools and biostatistical methods to conduct evidence-based translational research and health outcome evaluation in a clinical setting. (partially contributes to characteristics A, C, and E)	D. literacy and numeracy skills B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2, 3, 5, 6			CLO 3	Assessments 1, 2, 3. Students are expected to demonstrate proficiency of PLO #4 (WGC-B & D) by the end of this course.
5. Apply ethical principles in translational health research. (partially contributes to characteristics A and B)	E. responsible behaviour to self, others and society	4, 6		Assessment #1. Students are expected to demonstrate proficiency of PLO #5 (WGC-E) by the end of this course.	CLOs 3, 5	Assessments 1, 2, and 3. Students are expected to demonstrate proficiency of PLO #5 (WGC-E) by the end of this course.

6. Demonstrate effective oral and written communication skills to plan, conduct, and disseminate health sciences research. <i>(partially contributes to characteristics A, B, D, and H)</i>	F. interpersonal and communications skills	5	CLOs 1, 2, 3, 4	Assessments 1, 2. Students are expected to demonstrate proficiency of PLO #6 (WGC-F) by the end of this course.	CLO 6	Assessments 1, 3, 4. <i>Students are expected to demonstrate proficiency of PLO #6 (WGC-F) by the end of this course.</i>
7. Collaboratively write proposals (e.g. grant applications, research projects) that demonstrate an understanding of financing and organization of translational research in Canada, including regulatory bodies, research agencies, and health systems. <i>(partially contributes to B, D, and E)</i>	G. teamwork, and personal and group leadership skills A. the acquisition, application and integration of knowledge F. interpersonal and communications skills	1, 2, 3, 4, 5, 6	CLOs 3, 4	Assessment 1. <i>Students are expected to demonstrate proficiency of PLO #7 (WGC-A, F, & G) by the end of this course.</i>	CLOs 1, 6, 7	Assessment 1. <i>Students are expected to demonstrate proficiency of PLO #7 (WGC-A, F, & G) by the end of this course.</i>
8. Demonstrate career planning and development of skills for the translational research arena to compete for post-graduate employment or additional academic advancement. <i>(partially contributes to characteristics E, F, G, and H)</i>	I. the ability and desire for continuous learning	4	CLOs 1, 2, 3, 5	Assessment 2. <i>Students are expected to demonstrate proficiency of PLO #8 (WGC-I) by the end of this course.</i>	CLO 7	Assessment 4. <i>Students are expected to demonstrate proficiency of PLO #8 (WGC-I) by the end of this course.</i>
Duration		May - April (Summer, Fall & Winter semesters)			May - April (Summer, Fall & Winter semesters)	



OFFICE OF THE PRESIDENT
AND CHIEF EXECUTIVE OFFICER

May 8, 2018

Chris Houser, Ph.D.
Dean, Faculty of Science
University of Windsor

Dear Dr. Houser:

On behalf of Windsor Regional Hospital, I look forward to working with you and your colleagues as partners for the new professional Master's in Translational Health Sciences (THS) program that you are developing. The need is great for a program such as this that will strengthen the connections between bench research and clinical practice for the benefit of patients. I am excited that the THS program will bring together multidisciplinary teams of health professionals, scientists and biostatisticians to solve complex health and social problems. This program will provide resources to continue growing our collaboration between Windsor Regional Hospital and the University of Windsor. This partnership will also strengthen the important support systems that are needed to help mobilize research ideas at the hospital.

My colleagues and I are thrilled to support the training of talented and motivated students who can contribute to the monitoring and administration of clinical trials, which are so critical for cutting-edge care for patients. The THS program curriculum is very unique and will provide students who are keen to pursue medicine with the knowledge and skills to pursue careers in clinical research. Furthermore, by engaging with your students, our clinicians will have expanded opportunities to conduct important clinical research, which helps them to stay current and excited about their work and bring the very best to their patients and the community. I agree to assist your team to identify clinicians at our hospital who can contribute to the teaching and mentoring missions of the THS program and I will strongly encourage their participation.

Best wishes for a successful review of your proposal.

Yours truly,
WINDSOR REGIONAL HOSPITAL

David M. Musyj
President and CEO



Faculty of Nursing
401 Sunset Avenue, Windsor,
Ontario, Canada N9B 3P4
T 519 253 3000 F 519 973 7084
www.uwindsor.ca/nursing

December 16, 2020

Dr. Chris Houser, Ph.D.
Dean, Faculty of Science
University of Windsor

Dear Dr. Houser,

On behalf of the Faculty of Nursing, I look forward to collaborating with you and your colleagues on the new professional Master's in Translational Health Sciences (THS) program that you are developing. I am excited by this opportunity to provide graduates of our nursing and science programs with a training path to work as clinical trial research associates. This program is a valuable addition at UWindsor that will address the need to prepare students who can translate discoveries in the basic sciences into medical advances in clinical practice for the benefit of patients. Collaborating with the THS MSc. students will also further strengthen the clinical research programs of many of our Nursing faculty.

My colleagues and I can contribute to the THS MSc. program in several ways. First, we are happy to offer our existing *Advanced Statistics* course (NURS-8820) as one of the required courses for the program. As you know, this course focuses on statistical techniques used in the design and analysis of clinical research studies. Second, I will support the participation of our faculty with backgrounds in clinical research and/or cancer to contribute to the new team-taught courses in *Methods in Clinical Cancer Research* and *Fundamentals of Oncology* that you are developing. Third, I am happy to assist your team to identify Nursing faculty who can serve as mentors for the program's research practicum. This combination of course work and hands-on research experience involving instructors from both clinical and academic backgrounds will be very appealing to our students.

Best wishes for a successful review of your proposal.

Respectfully Submitted,

A handwritten signature in cursive script, reading 'Dr. Debbie Sheppard-LeMoine'.

Dr. Debbie Sheppard-LeMoine PhD, RN
Dean, Faculty of Nursing



October 23, 2020

Dear Dr. Houser:

I am pleased to provide a letter of support for the Master's in Translational Health Sciences (THS) program. St. Clair College offers a wide variety of educational programs in the School of Health Science as well as the School of Nursing. These programs provide the knowledge and skills to train students for specific careers in the health care field. Throughout their studies, students are exposed to a variety of hands-on learning experiences, as these future professionals will be performing applied tasks, interacting with patients.

Through these schools we are also pursuing applied research opportunities for faculty and students related to their disciplines. The THS program provides an opportunity for collaboration between those students and our health-related research efforts. Our research projects could provide the THS student with experiential learning, and this would benefit our research efforts by providing additional capacity for conducting the projects. It is through cross-discipline collaboration that learning outcomes are achieved and bringing these groups together would create a unique platform for exploring the various disciplines.

I look forward to future collaborations.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Wawrow". The signature is fluid and cursive, with a long horizontal stroke at the end.

Peter Wawrow, Ph.D.

Director, Applied Research and Development

University of Windsor
401 Sunset Avenue
Essex Hall, Room 312
Windsor, ON N9B 3P4

www.wesparkhealth.com



October 19, 2020

Dear Dr. Houser

On behalf of the WE-SPARK Health Institute, it is our pleasure to support the Master's in Translational Health Sciences in the Faculty of Science at the University of Windsor.

WE-SPARK is a partnership between institutions in the Windsor-Essex region who are positioned to enable and support cutting edge health research. WE-SPARK is establishing a unified system designed to move health research ideas forward, train the next generation of researchers, acquire and support research infrastructure and disseminate health research project outcomes to the community.

Of particular significance to this program is our growing membership. Since our launch on March 9, 2020, our Core membership has grown to almost 100 members. These are people actively engaged in health research who are available to advise and work with program students to move critical research projects forward. As part of our staff, we have a Translational Research Associate who is available to support the program coordinator to make connections with our partners and share his knowledge of REDCap with students. Our Knowledge Translation Coordinator can provide opportunities for the students' to share successes and project outcomes through our website, newsletters and WE-SPARK events.

WE-SPARK hosts many events that could be open to the students enrolled, giving them the opportunity to see research in action. One example is our 'Conversations' series that brings multidisciplinary researchers together around pressing health research questions. These events provide opportunities for researchers from diverse backgrounds (engineering, nursing, social work, biomedical sciences, computer science, physics, psychology, human kinetics) as well as Tri-council funded researchers, to come together and leverage their efforts to improve the health of Canadians. These Conversations along with our bi-monthly Think Tanks are the perfect opportunity for projects developed through the course to be considered for future directions and funding opportunities.

Our healthcare partners are very excited about this program being launched. It will provide valuable research expertise and coordination to their organizations. Best wishes with launching this program. We are here to support your efforts throughout.

Sincerely,

A handwritten signature in blue ink, appearing to read "KM", is positioned above the name of the sender.

Karen Metcalfe, M.A.
Asst. Director, WE-SPARK Health Institute



Bridging Research and Hope



Chris Houser, PhD.
Dean, Faculty of Science
University of Windsor

October 19, 2020

Dear Dr. Houser,

On behalf of the Windsor Cancer Research Group (WCRG), we look forward to collaborating with you and your colleagues on the new professional Master's in Translational Health Sciences (THS) program that you are developing. This important initiative will provide valuable training experiences that will engage students in the translational of knowledge from the laboratory into the clinic for the benefit of patients and public health. The addition of this program is also very timely as the clinical research enterprise has grown substantially in Windsor-Essex in the past decade, providing many new opportunities for skilled students to become involved with the monitoring and administration of clinical research trials. The WCRG is pleased to collaborate on the THS MSc. program by helping to bridge partnerships between cancer researchers at the University of Windsor and Windsor Regional Hospital. As you know, since its inception in 2011, WCRG has established a track record of growing a regional network of clinical researchers to build and strengthen clinical trials and translational research programs to serve this community. We are proud to be Windsor-Essex's flagship program for health research in the WE-SPARK Health Institute.

We envision several ways in which the WCRG can assist the THS MSc. program. With more than 300 WCRG members, we can assist your team to identify researchers who can contribute to the new team-taught courses in *Methods in Clinical Cancer Research* and *Fundamentals of Oncology* that you are developing. Furthermore, many WCRG researchers have expressed a strong interest to engage more students in their clinical research studies and we can assist to match your students with mentors for their research practicum. In this regard, our peer review panel and multi-disciplinary cancer working groups can also assist with identifying funding sources for these projects, as well as the review of applications for grant funding and research ethics board approval. Lastly, we can provide your students with opportunities to improve their science communication skills and grow their professional network by contributing to our many community education and outreach initiatives, as well as by participating in the WCRG International Cancer Research Conferences and WE-SPARK Think Tanks.

Best wishes for a successful review of your proposal.

Handwritten signature of Dr. Caroline Hamm in black ink.

Dr. Caroline Hamm, *Clinical Research Director*

Handwritten signature of Dr. Dora Cavallo-Medved in black ink.

Dr. Dora Cavallo-Medved, *Translational Research Director*

A partnership between:



University
of Windsor

**University of Windsor
Senate**

5.7.1: **Student Awards and Financial Aid Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.



2020-21 ANNUAL REPORT

Student Awards & Financial Aid

University of Windsor

October 21, 2021

[FINAL] Version .03

Revised: October 26, 2021

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Executive Summary

Introduction

The office of Student Awards and Financial Aid's (SAFA) annual report for 2020-21 provides a summary of undergraduate student financial assistance specific to scholarships, bursaries and awards administered for the fiscal period May 1, 2020, to April 30, 2021. In addition, this report will also summarize government student assistance programs administered within the 2020-21 academic year (Fall 2020, Winter 2021, and Summer 2021).

The mandate of SAFA is to support the recruitment and retention of undergraduate students at the University of Windsor through the administration of merit and need-based scholarships and bursaries established by private donors, the University of Windsor, federal and provincial government student aid programs as well as private student assistance programs. SAFA also supports general need-based assistance for graduate students who qualify for government student assistance, i.e., Ontario Student Assistance Program (OSAP). The following are the programs that are currently administered:

- Ontario Student Assistance Program (OSAP)
 - OSAP Full-time
 - OSAP Part-time
 - OSAP Micro-Credentials
- Bursary for Students with Disabilities Program
- Out of Province Student Assistance Programs
- Undergraduate Scholarships (endowments, annual awards, and external awards)
- Need-based bursaries (Graduate and Undergraduate)
- Student Access Guarantee (SAG) program
- US Federal Student Aid (Title IV Direct Loans)
- Private US student loan programs i.e., [Sallie Mae](#)

SAFA collaborates with campus and external stakeholders on the administration of undergraduate scholarships and bursaries and educates prospective and current students on the financial aid opportunities that exist at the University of Windsor (UWindsor). Administration includes the following activities that occur throughout the academic year:

- Enrolment reporting and monitoring to maintain interest-free status on prior loans and to authorize the disbursement of new funds.
- Academic progression monitoring,
- Financial hardship reviews for students experiencing financial difficulties,
- Trust account monitoring,
- New award set-up and monitoring on annual allocations,
- Periodic program, policy, and procedural reviews in response to government and/or institutional directives.

This report does not include financial support to undergraduate students with respect to Ignite/Work Study, Outstanding Scholars Research Appointments or Teaching Assistantships.

Goals and Objectives

Provide an exceptional undergraduate experience:

- On-line form functionality for financial aid specific student requests. Development was prioritized, leveraging the Gideon Taylor eForms platform and integrating eForms within UWinsite Student with built-in workflow and approvals for ease of student submission and administrative tracking. This project was completed in August 2020.
- Support outreach activities in collaboration with the Office of Enrolment Management and Student Recruitment.
- Collaborate with campus partners on goals and initiatives that support the financial well-being of students:
 - Alumni and Donor Communications/University Campaign.
 - Reviewing processes to enhance and streamline the establishment of new awards and monitoring of existing awards; and
 - Faculties
 - Annual review of scholarships and bursaries available to their students with targeted communications to ensure that students are aware of the financial aid opportunities available to them.
- Early assessment of institutional support available to enhance student recruitment efforts.

Pursue strengths in research and graduate education:

- Continue to support the Outstanding Scholar intake program for entering students.
- Continue to support the on-line application process for graduate need-based awarding.

Recruit and retain the best faculty and staff:

- Staff are encouraged to take advantage of professional development opportunities offered by UWindsor and by affiliated associations. This allows staff to engage with colleagues in other jurisdictions on matters that impact financial aid eligibility for students at UWindsor.
- Staff regularly utilize the financial aid forums that exist to collaborate and share ideas with colleagues across the province and across the country. These opportunities allow the staff to be more engaged in the work that they are doing as they navigate the myriad of changing policies and procedures that govern the administration of student financial assistance.
- Staff are encouraged to set aside time during non-peak periods to improve upon a skill by utilizing the various on-line resources and IT training available and enhancing their knowledge by reviewing government resources specific to financial aid administration.
- Addition of a Campus Solutions Functional Specialist in May 2020 to support the system requirements related to student awards and financial aid administration.

Engage and build the Windsor and Essex County community through partnerships:

- Participate in Fall and Spring Open House events, the Ontario University Fair, Athletic-Coaches Information Sessions, Applicant Receptions, information events sponsored by local schools and school boards, and other recruitment events sponsored by various departments and faculties at UWindsor.

Promote international engagement:

- Collaborate with campus partners i.e., Enrollment Management – Student Recruitment, Office of the Registrar, IT services, by investigating opportunities to enhance scholarship support and communication to prospective international students in addition to providing more financial support to current international students who may be experiencing financial hardship.

Successes

- Continue to review and refine new functionality available within UWinsite Student to improve administrative efficiencies and enhance student service.
 - Evaluation Management
 - Auto-Packaging
 - Auto-Attachment Enhancements
 - Award Administration Enhancements
 - On-Line Form Functionality
- Include early financial aid (conditional entrance scholarships) to high achieving international, undergraduate students who are admitted directly out of secondary school as part of their offer of admission – completed in Winter 2021.
- Refinement of the award application process for students was initiated in January 2020 and completed in April 2020 as the application tool launched in November 2018 did not meet the needs of students. In Fall 2020 a further enhancement was completed to support the uploading and indexing of thousands of documents submitted by students to support student award applications. This project eliminated the manual effort by staff required to download and index each document separately.
- Continue to manage the student and administrative enhancements to the OSAP administrative portal.
- Continue to manage and support the transition of provincial financial aid programs and administration to on-line portals including the newly introduced (Summer 2021) OSAP for Micro-Credentials program.
- The UWinAward Search which is the University's public award search tool that is available to the general public to search for undergraduate and graduate awards available had been temporarily taken off-line to accommodate the development work that was necessary as a result of the new award application implementation in August 2020. This tool became live again in Summer 2021 and can be found at <http://www.uwindsor.ca/studentawards/awards-search>. Students are also able to view award descriptions and apply to awards by logging in to UWinsite Student and navigating to the Award Profile tile available on the Applicant/Student Homepage.

Challenges

- Limited resources are available to support increasing student demands, award administration and government reporting. As we are nearing 1000 awards administered (growth rate of 3% over the prior year) we need to start looking at solutions, where possible, to streamline the number of awards and/or our adjudication process or we will need to increase resources.
- A strong commitment to time and resources are still necessary to learn and fully understand the complexities of the UWinsite Student system as well as the enhanced functionality as it relates to student awards and financial aid administration, reporting, communication, and the integration with the other modules (Admissions, Student Records, Student Financials).
- Several new undergraduate awards are activated annually. There are continuous process changes specific to the administration of student aid programs that often require changes to existing SAFA systems and processes with just in time training to support those processes.
- Lack of integration with our Raisers Edge donor management system.
- The need for more robust access to aggregate student award data for Faculties and Major Gift Officers as well as award management information.

Report

1. Institutional Undergraduate Scholarship & Bursary Student Financial Support

The number of awards actively administered by SAFA in 2020-21 totalled 958. Institutional, donor-sponsored and external scholarships and bursaries support both full-time and part-time undergraduate students. Most awards (72%) support full-time students (students taking 67% or more of a full course load), 18% of awards support students taking at least 60% of a full course load and 9% of awards support students taking less than 60% of a full course load or where there is no specified minimum course load. Students taking 60% or more of a full course load (or 40% of a full course load for students with a documented permanent disability) are considered full-time students under the government student assistance program definition of full-time, i.e. OSAP, and are therefore considered full-time for need-based bursaries that are intended to support a student's unmet need calculation as determined by the Ontario Student Assistance Program.

Table 1.0. 2020-21 Awards Administered by SAFA by Award Level Type and Minimum Course Load

Award Level Type	% of Total	Total Count	Count of Full-time	Count of 60%	Count of < 60%	Count of No Min.
Entrance - UGRD	15%	140	134	1	0	5
Entrance - GRAD/UGRD	0%	1	1	0	0	0
Entrance - LAW	2%	19	19	0	0	0
In-Course - UGRD	60%	573	354	157	33	29
In-Course - GRAD/UGRD	7%	68	34	22	4	8
In-Course - LAW	14%	135	132	0	0	3
In-Course - EDUC	1%	5	5	0	0	0
In-Course - GRAD	1%	5	3	1	0	1
In-Course - Med School	0%	4	1	0	0	3
Graduating UGRD Student	1%	8	7	0	0	1
Grand Total	100%	958	690	181	37	50

Table 1.1 summarizes the 2020-21 awarding cycle and the status of award files. Of the 958 active award files, 6% were not awarded various reasons including, but not limited to:

- Terms too restrictive
- No qualified applicants
- Insufficient expendable – new endowment
- Required course(s) not offered
- Exchange programs/clerkships not offered
- On hold pending direction from Donor

Table 1.1. 2020-21 Awarding Status by Awarding Process

2020-21 Awarding Status by Awarding Process	Awarding Process Detail	# of Awards	% of Awards
Inactivated			
Lancer Athletic Award	Adjudicated/assigned by the Athletics Department.	1	0%
Not Awarded			
Administration-Department	Application process administered by the faculty/department.	1	6%
Entering Student Need Group	Administered by Student Awards.	2	
General Bursary Group	Administered by Student Awards.	4	
Lancer Athletic Award	Adjudicated/assigned by the Athletics Department.	3	
Law Student Need Group	Adjudicated/assigned by Law.	2	
Selection-Awards	Administered by Student Awards.	13	
Selection-Department	Adjudicated/assigned by Faculty/department.	25	
Selection-Dept-End of Term	Adjudicated/assigned by Faculty/department.	6	
Selection-Dept-End of Term-Nxt	Adjudicated/assigned by Faculty/department.	2	
Selection-External	Administered by external agencies.	2	
Start of Term Selection-Dept	Adjudicated/assigned by Faculty/department.	1	
Awarded			
Yes		896	94%
Grand Total		958	100%

Note: Awarding processes will vary depending on the award. In all cases, the authorization and disbursement of the award is completed by the Student Awards Office although the adjudication, assignment and at times, the administration of an award may be handled directly by the Faculty/Department.

Throughout the 2020-21 academic year, 4626 UWindsor students received financial assistance from SAFA, totalling \$12,101,435. Based on the University’s full-time student population according to Fall 2020 enrolment data¹, 31% of full-time students received scholarship and bursary support from SAFA.

Future Action/Initiative: Cross-comparison analysis data among other Ontario universities is currently not available. Approaching other institutions to prepare similar data to compare should be considered.

Table 1.2. 2020-21 Distribution of Awards by Academic Level

Academic Level	Funding Allocated	# of Awards	# of Distinct Students	% of Awards by Level Compared to # of Awards Overall	% of Students by Level Compared to # of Students Overall	% of Students by Career Compared to # of Students Overall	Total FT Enrol ¹	% of FT Students Enrolled Receiving Awards by Career
Masters	\$570,462	557	487	9%	11%	11%	4304	N/A*
Doctoral	\$38,500	26	19	0%	0%			
Education	\$72,891	55	39	1%	1%	1%	660	9%
Concurrent Educ	\$72,925	28	23	0%	0%			
Law 1	\$466,992	170	97	3%	2%	8%	722	48%

¹ https://www.uwindsor.ca/institutional-analysis/sites/uwindsor.ca.institutional-analysis/files/enrolment_overview_2016-2020_0.pdf

Law 2	\$593,769	217	128	3%	3%			
Law 3	\$523,440	197	124	3%	3%			
Year 1	\$3,786,367	2051	1328	31%	29%	80%	9390	40%
Year 2	\$1,731,259	858	663	13%	14%			
Year 3	\$1,843,832	939	695	14%	15%			
Year 4	\$2,379,808	1444	1019	22%	22%			
Certificate	\$21,190	10	9	0%	0%			
Grand Total	\$12,101,435	6552	4626	100%	100%	100%	15076	

Of the \$12.1 million in scholarship and bursary support, 80% supported students in first entry programs, 9% supported students in second entry programs (Law and Education) and 11% supported graduate students. The funding that supported graduate students was primarily specific to need-based financial support for the graduate students in receipt of government student assistance.

*It is important to note that an overall percentage of graduate students receiving financial support is not provided as this would not be a true indication as to the institutional support provided to graduate students. SAFA administers a small proportion of financial assistance to graduate students in the form of general need-based aid in addition to a small number of scholarships that are open to both graduate and undergraduate students. The major proportion of graduate student funding is administered by the Faculty of Graduate Studies.

Table 1.3 summarizes the financial support by Faculty and career specific to the percentage of overall funding and percentage of students as per the Fall 2020 USIS/USER Head Count administered by SAFA.

Table 1.3. 2020-21 Distribution of Undergraduate & Graduate Awards by Faculty

Faculty/ Career	Funding Allocated	# of Awards	# of Distinct Students	% of Funding (Funding Allocated/ Total Funding)
Arts, Hum & Soc Sci				
GRAD	\$87,182	76	60	0.72%
UGRD	\$2,073,813	1254	922	17.14%
Business				
GRAD	\$38,515	26	21	0.32%
UGRD	\$1,295,709	688	435	10.71%
Education				
GRAD	\$8,650	8	6	0.07%
EDUC	\$145,816	83	57	1.20%
Engineering				
GRAD	\$341,825	366	322	2.82%
UGRD	\$2,125,235	1247	795	17.56%
Human Kinetics				
GRAD	\$7,400	6	5	0.06%
UGRD	\$651,080	330	240	5.38%

Law				
GRAD	\$1,250	2	2	0.01%
LAW	\$1,584,201	584	349	13.09%
Nursing				
GRAD	\$11,750	8	8	0.10%
UGRD	\$661,459	348	263	5.47%
Science				
GRAD	\$112,390	91	82	0.93%
UGRD	\$2,955,159	1435	1059	24.42%
Grand Total	\$12,101,435	6552	4626	100.00%

Table 1.4 summarizes UWindsor undergraduate financial support by funding source. Funding from the UWindsor operating budgets accounted for 68% of scholarship and bursary funding allocated to undergraduate students. Donor sponsored funds (endowment, annual and depleting), departmental, external foundations and external government funding accounted for 32% of spending.

With respect to university funded bursary support, 47% or \$5.68 million was allocated from the University's scholarship operating budget. Twenty-one percent (21%) or \$2.56 million was allocated from the University's tuition-set-aside (TSA) budget. The tuition-set-aside budget is intended to assist OSAP eligible students who have an identified unmet financial need in excess of supports provided through the OSAP program and after other institutional supports have been assessed, under the Student Access Guarantee Program². In addition, students who apply for additional financial support to assist in addressing their financial shortfall who meet the Canadian citizenship eligibility requirements can also be considered for support through TSA funding where extenuating financial circumstances are presented and documented. Through these funds, SAFA assisted a total of 1077 of the 1491 students or 72% of students with identified unmet need greater than \$100 as calculated in the 2020-21 OSAP assessment.

Table 1.4. 2020-21 Undergraduate Financial Support by Funding Source

Funding Source	Funding Source Detail	Funding Allocated	# of Awards	# of Distinct Students by Funding Source	% of Total Awards Allocated
Institutional	Funds designated from the University's operating budget.	\$5,688,495	2970	2621	47%
UW TSA	Operating funds set-aside to support financial need awards.	\$2,561,136	1262	1077	21%
UW Endowment	Private donations received that are endowed.	\$2,513,476	1364	1031	21%
External Awards	Established by external agencies, disbursed by UWindsor.	\$391,521	118	116	3%
UW Annual	Private annual donations received – may be continuous.	\$317,291	261	251	3%
UW Provincial	Funding from the provincial government.	\$256,977	139	138	2%
UW Dept Trust	Private annual donations directed to departments.	\$230,955	188	185	2%
UW Depleting	Private one-time donations received – not continuous.	\$141,583	250	249	1%
Grand Total		\$12,101,435	6552	4626*	100%

² The Student Access Guarantee is a partnership between the Government of Ontario and Ontario Colleges and Universities that ensures post-secondary students in financial need have access to resources to cover the cost of their tuition, books and other mandatory fees - <https://www.ontario.ca/page/how-apply-osap#section-2>

*Note: Total of column is 5668 however the number of overall distinct students remains at 4626 as there will be students who received awards from more than one funding source.

In 2019-2020, SAFA administered \$13 million in scholarships and bursaries. In comparing 2019-20 data to 2020-21, there is an overall reduction in funding allocations of approximately \$900,000. In 2020-21, while institutional scholarship support spending increased by \$1.48 million, TSA spending decreased by \$2.6 million. In reviewing the data, due to the increased weekly funding maximums approved by the Federal Government specific to the Canada Student Loan/Grant eligibility in 2020-21, unmet financial need decreased therefore less students qualified for need-based support or students qualified for reduced need-based support.

Maximum OSAP Assistance Levels for 2021-2022		
	Weekly	34-week program (2 terms)
Single dependents and independent students	Up to \$405 (2021-22) Up to \$545 (2020-21) Up to \$400 (2019-20)	Up to \$13,770 (2021-22) Up to \$18,530 (2020-21) Up to \$13,600 (2019-20)
Married students and sole support parents	Up to \$695 (2021-22) Up to \$830 (2020-21) Up to \$680 (2019-20)	Up to \$23,630 (2021-22) Up to \$28,220 (2020-21) Up to \$23,120 (2019-20)

Table 1.4.1. Comparison of 2020-21 & 2019-20 Unmet Need Calculations

The following chart depicts an overall 47% reduction in OSAP unmet financial need calculations resulting from the one-time 2020-21 increase in the maximum weekly funding allowance put in place in response to the COVID-19 global pandemic. For dependent students, the weekly maximum increased by \$145/week or by \$4930 over a 34-week period. For married students or students with dependant children, the weekly maximum increased by \$150/week or by \$5100 over a 34-week study period. This is believed to be the rationale behind reduced spending from the tuition-set-aside budget for the 2020-21 academic year in addition to the fact that many students remained at home due to courses being offered through mainly remote learning.

Faculty	2020-2021			2019-2020			% Decrease/ Increase of SAG Obligation
	Sum of Student Access Guarantee Obligation	Sum of Unmet Need	Distinct # of Students Overall	Sum of Student Access Guarantee Obligation	Sum of Unmet Need	Distinct # of Students Overall	
Business	\$353,536	\$800,932	651	\$571,819	\$1,211,915	676	38%
Coop Work Term	\$0	\$0	78	\$0	\$1,496	61	0%
Education	\$6,397	\$46,881	684	\$25,783	\$216,243	631	75%
Engineering	\$757,129	\$1,463,481	850	\$1,162,023	\$1,976,438	905	35%
Arts, Hum. & SS	\$5,468	\$117,192	2490	\$43,726	\$603,357	2683	87%
Graduate Studies	\$188,959	\$795,894	810	\$252,578	\$1,516,401	769	25%
Human Kinetics	\$0	\$9,741	421	\$1,598	\$37,241	443	100%
Law	\$2,206,385	\$3,785,322	567	\$4,607,123	\$6,005,550	566	52%
Nursing	\$4,570	\$34,988	622	\$15,870	\$210,120	668	71%
Science	\$271,113	\$596,642	1415	\$435,314	\$885,305	1383	38%
Grand Total	\$3,793,557	\$7,651,073	8184	\$7,115,834	\$12,664,066	8420	47%

Table 1.5 summarizes the distribution of undergraduate financial support by citizen status and academic career. Domestic, undergraduate students received 77% of available undergraduate student support. Protected persons and permanent residents are considered domestic students for awarding purposes.

Table 1.5. 2020-21 Distribution of Awards by Student Status and Career

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	\$145,816	83	62	1%
GRAD	\$157,912	127	101	1%
LAW	\$1,581,001	582	348	13%
UGRD	\$9,264,614	5024	3504	77%
International				
GRAD	\$451,050	456	405	4%
LAW	\$3,200	2	1	0%
UGRD	\$497,843	278	210	4%
Grand Total	\$12,101,435	6552	4626	100%

Table 1.6 summarizes the distribution of undergraduate awards by funding source and award type. Funding from the UWindsor Tuition Set-Aside budget mainly support in-course undergraduate students however first year students would be included in this category as they transition from an entering student to an in-course student. General need-based bursary support is categorized as in-course because funding is dependent on the OSAP assessment of need which is generally not available until mid-summer.

The UWindsor institutional scholarship budget mainly supports entering students. In-course students who continue to meet the renewable requirements for entrance scholarships that they received as an entering student are categorized under the ‘Entrance – UGRD’ category.

Table 1.6. 2020-21 Distribution of Undergraduate Awards by Award Type

Funding Source/Award Level	Sum of Awards Paid	Funding Allocated	# of Awards	Distinct # of Students	% of Awards Paid by Funding Source & Award Level
Institutional					
Entrance - Direct Highschool	\$5,688,495	\$48,012	34	34	0.40%
Entrance - UGRD		\$4,229,500	2042	1777	34.95%
In-Course - GRAD		\$331,750	222	222	2.74%
In-Course - GRAD/UGRD		\$491,350	187	186	4.06%
In-Course - UGRD		\$587,883	485	482	4.86%
UW TSA					
In-Course - GRAD	\$2,561,136	\$59,875	51	50	0.49%
In-Course - UGRD		\$2,501,261	1211	1037	20.67%
UW Endowment					
Entrance - Direct Highschool	\$2,513,476	\$64,450	31	31	0.53%
Entrance - LAW		\$31,150	19	18	0.26%

Entrance - UGRD		\$1,005,350	242	219	8.31%
Graduating UGRD Student		\$2,500	3	3	0.02%
In-Course - EDUC		\$1,000	1	1	0.01%
In-Course - GRAD/UGRD		\$115,780	55	52	0.96%
In-Course - LAW		\$180,750	121	102	1.49%
In-Course - UGRD		\$1,112,496	892	678	9.19%
External Awards					
Graduating UGRD Student	\$391,521	\$1,000	1	1	0.01%
In-Course - UGRD		\$390,521	117	115	3.23%
UW Annual					
Entrance - Direct Highschool	\$317,291	\$9,000	9	9	0.07%
Entrance - LAW		\$5,500	3	3	0.05%
Entrance - UGRD		\$114,470	82	82	0.95%
Graduating UGRD Student		\$2,500	2	2	0.02%
In-Course - EDUC		\$1,000	1	1	0.01%
In-Course - GRAD/UGRD		\$9,800	9	9	0.08%
In-Course - LAW		\$76,850	52	49	0.64%
In-Course - UGRD		\$98,171	103	98	0.81%
UW Provincial					
In-Course - GRAD/UGRD	\$256,977	\$20,800	12	12	0.17%
In-Course - UGRD		\$236,177	127	126	1.95%
UW Dept Trust					
Entrance - Direct Highschool	\$230,955	\$20,198	15	15	0.17%
Entrance - LAW		\$5,000	1	1	0.04%
Entrance - UGRD		\$29,850	21	21	0.25%
In-Course - EDUC		\$400	1	1	0.00%
In-Course - GRAD/UGRD		\$6,350	15	15	0.05%
In-Course - LAW		\$106,000	27	26	0.88%
In-Course - UGRD		\$63,157	108	106	0.52%
UW Depleting					
Entrance - Direct Highschool	\$141,583	\$2,000	3	3	0.02%
Entrance - LAW		\$5,333	2	2	0.04%
In-Course - EDUC		\$500	1	1	0.00%
In-Course - GRAD/UGRD		\$116,750	234	234	0.96%
In-Course - LAW		\$2,500	1	1	0.02%
In-Course - UGRD		\$14,500	9	9	0.12%
Grand Total	\$12,101,435	\$12,101,435	6552	4626	100.00%

*Note: Column total is 5834 however the number of distinct students remains at 4626 as there were students who received awards under more than one funding source.

In 2020-21, our undergraduate donor-sponsored student award portfolio grew by 55 awards. The total number of active awards administered by SAFA in 2020-21 increased to 958.

Table 1.7. Growth of SAFA Administered Awards in 2020-21

Academic Year	New Donor-Sponsored Annual Awards Activated	New Donor-Sponsored Endowed Awards Activated	Other Awards Activated (Departmental, Faculty, Institutional, Government)	Total of New Awards Activated	Total SAFA Awards Active at Start of 2020-21*	Total SAFA Awards Inactive at End of 2019-20
2019-20	11	22	53	86	933	5
2020-21	12	11	32	55	958	30

**Includes only award codes that are disbursed to the student account. Does not include government student aid.*

2. Automatic Undergraduate Entrance Scholarships

No matter which program a student entering directly from secondary school selects, they are automatically considered for a minimum level of scholarship support based on their interim and final entering average. Final scholarship offers are based on a student’s top 6, interim and final 12 U or M level courses (or equivalent) generally available in May. Conditional offers are made at the time of the offer of admission if a student’s offer of admission is based on a student’s final grade 11 (available starting in November) or minimum 3 U or M level courses (generally available in late February).

Average	Amount
95% - 100%	\$16,000 – President’s Level Support - \$4,000 renewable over 4 years
90% - 94.99%	\$10,000 – Dean’s Level Support - \$2,500 renewable over 4 years
85% - 89.99%	\$1,000 – Blue & Gold Level Support - \$1000 Entrance Scholarship

To maintain a renewable entrance scholarship, a student must continue as a full-time student, taking a minimum of 80% of a full course load and achieve a minimum of 85% cumulative average by the end of their first year (second semester). Scholarships are guaranteed for a student’s first year of study regardless of their cumulative average after semester 1.

Once all donor-sponsored entrance scholarships are allocated, a review of all applicants ensures that our automatic commitments are honoured. Some students may receive donor-sponsored entrance scholarships that equal or exceed institutional entrance scholarships.

Due to COVID-19, students who did not attain the minimum 85% cumulative average requirement at the end of the Winter 2020 term had the ability to raise their cumulative GPA in Fall 2020. Students who were successful in raising their cumulative GPA after Fall 2020 were eligible to have their renewable entrance scholarship reinstated for the Fall 2020 and Winter 2021 semesters.

In addition, due to COVID-19 and the transition to on-line learning, the minimum course load requirement for renewable entrance scholarships was reduced to 60% for the 2020-21 academic year which has also been extended for the 2021-2022 academic year. As a result, only a student’s top 6 out of a possible 10 courses for the 2020-21 and 2021-22 academic years will be used in the cumulative average calculation that determines a student’s eligibility for renewal.

Table 3.0.1 Distribution of Entrance Scholarships – By Award Level. Award and Region (President’s)

Approximately 33% of students offered a President’s Renewable Automatic Entrance Scholarship in 2020-2021 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

President's Renewable Entrance Scholarship (\$4000 x 4 Years)

Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	7	0	\$28,000	\$0	0%
Greater Toronto Area	80	3	\$320,000	\$12,000	4%
Grey-Bruce-Simcoe-Huron	5	2	\$20,000	\$8,000	40%
London-Waterloo	28	4	\$110,000	\$14,000	14%
Niagara-Brant	25	6	\$100,000	\$24,000	24%
Northeastern ON	0	0	\$0	\$0	0%
Northern ON	10	1	\$40,000	\$4,000	10%
Northwestern ON	4	1	\$16,000	\$4,000	25%
Out of Country	34	7	\$130,000	\$22,000	21%
Out of Province	4	1	\$16,000	\$4,000	25%
Sarnia-Lambton	7	1	\$28,000	\$4,000	14%
Windsor - Essex	186	116	\$742,000	\$462,000	62%
Grand Total	390	142	\$1,550,000	\$558,000	36%

Table 3.0.2 Distribution of Entrance Scholarships – By Award Level. Award and Region (Dean's)

Approximately 34% of students offered a Dean's Renewable Automatic Entrance Scholarship in 2020-2021 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

Dean's Renewable Entrance Scholarship (\$2500 x 4 Years)

Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	39	11	\$97,500	\$27,500	28%
Greater Toronto Area	361	18	\$900,000	\$42,500	5%
Grey-Bruce-Simcoe-Huron	36	3	\$90,000	\$7,500	8%
London-Waterloo	140	21	\$350,000	\$52,500	15%
Niagara-Brant	68	3	\$170,000	\$7,500	4%
Northeastern ON	13	1	\$32,500	\$2,500	8%
Northern ON	20	3	\$50,000	\$7,500	15%
Northwestern ON	18	0	\$45,000		0%
Out of Country	92	14	\$220,000	\$25,000	15%
Out of Province	15	3	\$36,250	\$6,250	20%
Sarnia-Lambton	19	3	\$47,500	\$7,500	16%
Windsor - Essex	484	358	\$1,197,500	\$882,500	74%
Grand Total	1305	438	\$3,236,250	\$1,068,750	34%

Table 3.0.3 Distribution of Entrance Scholarships – By Award Level. Award and Region (Entrance)

Approximately 28% of students offered a Dean's Renewable Automatic Entrance Scholarship in 2020-2021 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

University of Windsor Entrance Scholarship (\$1000)

Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	55	26	\$55,000	\$26,000	47%
Greater Toronto Area	629	28	\$629,000	\$28,000	4%
Grey-Bruce-Simcoe-Huron	51	6	\$51,000	\$6,000	12%
London-Waterloo	245	39	\$245,000	\$39,000	16%
Niagara-Brant	117	8	\$117,000	\$8,000	7%
Northeastern ON	23	3	\$23,000	\$3,000	0%
Northern ON	17	7	\$17,000	\$7,000	41%
Northwestern ON	17	4	\$17,000	\$4,000	24%
Out of Country	137	11	\$137,000	\$11,000	8%
Out of Province	15	3	\$15,000	\$3,000	20%
Sarnia-Lambton	35	10	\$35,000	\$10,000	29%
Windsor - Essex	521	376	\$521,000	\$376,000	72%
Grand Total	1862	521	\$1,862,000	\$521,000	28%

Table 3.1 summarizes the performance of first year students receiving open entrance scholarships after the end of the Winter 2021 term. A student's cumulative average at the end of the Winter semester determines their eligibility to have their scholarship renewed into the next academic year if they have terms of eligibility remaining. Due the impact of COVID-19, only a student's top 6 out of a possible 10 courses in 2020-21 were used in the average calculation to determine a student's eligibility for renewal.

Eighty-three (83%) percent of students receiving the Presidents Renewable Entrance Scholarship attained a cumulative average of 85% or greater after Winter 2021 allowing them to renew their scholarship into Year 2 without having the COVID exception accommodations applied. Eight percent (8%) of students were eligible to renew after applying the COVID exception accommodation. In addition, 56% of students receiving the Deans Renewable Entrance Scholarship attained a cumulative average of 85% or greater after Winter 2021 and 22% were eligible for renewal after the COVID exception accommodation was applied.

Table 3.1. Cumulative Averages of Open Entrance Scholarship Recipients after Winter 2021

Scholarship/Cumulative Average Range - Year 1 Students Only	Count of Disbursed	% of Students/Range
Presidents Renewable Entrance Scholarship \$16,000		
Renewed after Winter 2021	118	83%
Renewed after Winter 2021 (COVID Exception)	11	8%
Not eligible for renewal	13	9%
Total	142	
Deans Renewable Entrance Scholarship \$10,000		
Renewed after Winter 2021	245	56%
Renewed after Winter 2021 (COVID Exception)	98	22%
Not eligible for renewal	95	22%
Total	438	

4. Distribution of Government Financial Assistance

Ontario Student Assistance Program – Full-Time

In 2020-21, a total of 8,183 full-time³ UWindsor students (a decrease from 8,456 in 2019-20) received \$81 million (compared to 77.5 million in 2019-20) in full-time OSAP assistance. Approximately 54% of the total financial support (compared to 43% in 2019-20), or \$45 million, was provided through non-repayable grant funding.

Table 4.0. 2020-2021 Distribution of OSAP Full-time Assistance by Faculty and Account Type

Academic Group	Base Account ⁴	Reinstated Account	Grand Total	Head Count UGRD	% of Students Receiving OSAP
Arts, Humanities & Social Science	2153	572	2725	3546	60.72%
Business	619	171	790	980	63.16%
Education*	669	20	689	660	101.36%
Engineering	800	356	1156	991	80.73%
Human Kinetics	409	4	413	698	58.60%
Law	565	0	565	722	78.25%
Nursing	616	39	655	905	68.07%
Science	1355	111	1466	2270	59.69%
Graduate Studies	750	349	1099	4304	17.43%
Coop Work Term	26	50	76	-	-
Grand Total	7962	1672	9634	15076	52.81%

Does not include 788 closed/inactive accounts.

*% is > 100% due concurrent education students being classified as Education as opposed to Undergrad.

Students receiving a higher proportion of OSAP funding appear to be students in our higher cost programs:

- Business – 63% of full-time students applied for OSAP funding
- Engineering – 81% of full-time students applied for OSAP funding
- Law – 78% of full-time students applied for OSAP funding
- Science (includes Computer Science) – 60% of full-time students
- Nursing – 68% of full-time students

A low % of graduate students apply for OSAP due to graduate funding programs that are in place to support research-based graduate students.

The last time that OSAP participation rates were provided by the government, was in 2019. Table 4.0.1 - summarizes OSAP participation rates across Universities in Ontario from 2016-17, 2017-18 and 2018-19. In 2018-19, the University of Windsor ranked 6th out of 21 universities in terms of the percentage of students in receipt of OSAP. We have seen our percentage of students receiving OSAP reduced over the past few years. This can be partially attributed to the increased parental contribution rates in 2019-20 as well as COVID-19 factors.

³ Full-time for the Ontario Student Assistance Program (full-time) is defined as a student taking 60% or more of a full course load (40% or more of a full course load for students with a documented permanent disability). A base account is a student initial OSAP application that forms the 'base' of their assessment – minimum number of qualifying weeks must equal at least 12 weeks. If a student elects to return to full-time studies after their base application period, i.e. for the intersession/summer period, an extension to the base account is created to add the additional weeks of eligibility referred to as the reinstatement period.

Table 4.0.1. OSAP Participation Rates by Ontario Universities (16-17 to 18-19)

UNIVERSITY	2016-17	2017-18	2018-19
ALGOMA UNIVERSITY COLLEGE	65.7%	78.9%	81.0%
BROCK UNIVERSITY	60.4%	67.3%	69.6%
CARLETON UNIVERSITY	52.0%	58.7%	63.2%
LAKEHEAD UNIVERSITY	53.4%	62.3%	65.5%
LAURENTIAN UNIVERSITY	54.0%	60.9%	66.0%
MCMASTER UNIVERSITY	52.7%	58.1%	61.0%
NIPISSING UNIVERSITY	65.9%	74.0%	71.1%
NORTHERN ONTARIO SCHOOL OF MEDICINE	33.2%	37.4%	47.8%
OCAD UNIVERSITY	65.0%	71.9%	77.9%
QUEEN'S UNIVERSITY	34.3%	37.7%	39.7%
RYERSON UNIVERSITY	70.6%	77.1%	80.3%
TRENT UNIVERSITY	68.1%	74.8%	78.9%
UNIVERSITY OF GUELPH	55.6%	61.9%	65.9%
UNIVERSITY OF ONTARIO INST OF TECHNOLOGY	67.4%	72.9%	76.1%
UNIVERSITY OF OTTAWA/UNIVERSITE D'OTTAWA	42.3%	48.4%	51.1%
UNIVERSITY OF TORONTO	50.1%	54.2%	56.6%
UNIVERSITY OF WATERLOO	53.3%	59.2%	60.9%
UNIVERSITY OF WESTERN ONTARIO	47.8%	52.2%	55.4%
UNIVERSITY OF WINDSOR	62.2%	68.0%	72.8%
WILFRID LAURIER UNIVERSITY	56.1%	60.4%	64.5%
YORK UNIVERSITY	61.0%	66.0%	70.5%
UNIVERSITIES TOTAL	53.9%	59.4%	62.6%

Ministry of Colleges & Universities (MCU) Notes:

- OSAP participation rates are arrived at by taking the number of issued full-time OSAP awards as a percentage of full-time enrolments.
- OSAP award recipients are students who were in study on or before November 1st of the academic year and issued grant and/or loan funding from Canada and/or Ontario through the Ontario Student Assistance Program. For 2016-17, this includes recipients of the 30% Off Ontario Tuition grant who applied through the standalone application.
- Enrolment data used to calculate OSAP participation rates is full-time, operating-grant eligible Fall (November 1st) head count enrolment. Some universities may use different definitions of full-time enrolment.
- Participation rates are not comparable to previously published figures. Starting in 2018-19, the Ministry adopted a new approach for calculating OSAP participation rates to better align OSAP counts with enrolment counts. Both the OSAP and enrolment methodologies restrict the counts to students who were in study on or before November 1st of the academic year.

Table 4.1. 2020-2021 Distribution of OSAP Full-time Assistance [Loans & Grants] by Faculty & Level

Year of Study	Sum of Total Loan Issued	Sum of Total Grant Issued	Total Funding Issued by Level	Total Funding Issued by Faculty	% of Total Funding Issued by Faculty	Total Number of Base Accounts by Year of Study	Total Number of Reinstatement Accounts by Year of Study
Arts, Humanities & Social Science							
1	\$1,673,784	\$3,084,192	\$4,757,976	\$21,591,431	27%	515	137
2	\$1,839,796	\$3,526,970	\$5,366,766			529	170
3	\$2,159,978	\$3,651,385	\$5,811,363			563	163
4	\$1,836,891	\$3,818,435	\$5,655,326			546	102
Business							
1	\$765,727	\$682,310	\$1,448,037	\$6,062,434	7%	160	32
2	\$736,526	\$564,418	\$1,300,944			126	29

3	\$797,529	\$796,487	\$1,594,016			156	61
4	\$777,392	\$942,045	\$1,719,437			177	49
Coop Work-term							
1	\$31,941	\$25,775	\$57,716	\$184,580	0%	15	7
2	\$3,025	\$25,179	\$28,204			0	12
3	\$13,894	\$53,387	\$67,281			2	28
4	\$13,267	\$18,112	\$31,379			9	3
Education							
1	\$1,421,949	\$1,791,306	\$3,213,255	\$6,967,340	9%	304	7
2	\$836,821	\$1,672,247	\$2,509,068			220	4
3	\$280,832	\$281,383	\$562,215			68	5
4	\$200,797	\$192,387	\$393,184			47	4
5	\$85,422	\$204,196	\$289,618			30	0
Engineering							
1	\$1,103,415	\$924,564	\$2,027,979	\$8,063,191	10%	203	47
2	\$993,440	\$933,781	\$1,927,221			209	36
3	\$949,485	\$880,762	\$1,830,247			188	122
4	\$1,099,713	\$1,178,031	\$2,277,744			200	151
Graduate Studies							
1	\$3,946,651	\$974,395	\$4,921,046	\$9,605,951	12%	367	219
2	\$2,601,839	\$621,671	\$3,223,510			274	100
3	\$694,032	\$197,081	\$891,113			75	10
4	\$169,458	\$116,969	\$286,427			14	11
5	\$170,555	\$113,300	\$283,855			20	9
Human Kinetics							
1	\$320,300	\$353,719	\$674,019	\$2,940,464	4%	100	0
2	\$278,476	\$381,948	\$660,424			94	3
3	\$328,129	\$430,147	\$758,276			104	0
4	\$363,476	\$454,565	\$818,041			103	1
5	\$9,669	\$20,035	\$29,704			8	0
Law							
1	\$1,926,886	\$1,032,072	\$2,958,958	\$8,712,694	11%	193	0
2	\$1,711,698	\$1,049,695	\$2,761,393			179	0
3	\$1,847,165	\$1,145,178	\$2,992,343			193	0
Nursing							
1	\$218,427	\$387,746	\$606,173	\$6,341,444	8%	83	37
2	\$325,073	\$447,541	\$772,614			85	0
3	\$903,105	\$1,416,072	\$2,319,177			195	2
4	\$976,357	\$1,667,123	\$2,643,480			253	0
Science							
1	\$1,232,627	\$1,596,074	\$2,828,701	\$10,538,909	13%	377	28
2	\$1,129,059	\$1,557,096	\$2,686,155			329	30
3	\$1,064,852	\$1,457,944	\$2,522,796			324	40
4	\$839,978	\$1,624,107	\$2,464,085			320	13
5	\$11,596	\$25,576	\$37,172			5	0
Grand Total	\$38,691,032	\$42,317,406	\$81,008,438	\$81,008,438	100%	7962	1672

Ontario Student Assistance Program – Part-time

In 2020-21, a total of 1,020 part-time⁴ UWindsor students applied for OSAP Part-time assistance (an increase from 539 in 2020-21). The total amount of approved funding totalled \$990,681 (compared to \$773,343 in 2020-21). Overall, there was a 47% increase in the number of applications received and reviewed and a 35% increase in the amount of funding that was approved. Some of the potential reasons to explain the increase are as follows:

- Due to the pandemic, more students elected to take part-time classes.
- Individuals who may have been temporary laid off due to the lock-down elected to take part-time courses.

Table 4.2. 2020-2021 Distribution of OSAP Part-time Assistance [Loans & Grants] by Faculty

Faculty	Sum of Accepted		Total Sum of Accepted	Total # of Apps	Total # of Unique Students With Funding > \$0
	Grant	Loan			
Arts, Humanities & SS	\$265,020	\$10,337	\$275,357	367	181
Business	\$77,191	\$9,176	\$86,367	81	42
Education	\$9,524	\$0	\$9,524	18	9
Engineering	\$292,460	\$20,478	\$312,938	184	114
Graduate Studies	\$20,414	\$2,934	\$23,348	40	10
Human Kinetics	\$44,186	\$485	\$44,671	55	29
Nursing	\$37,690	\$0	\$37,690	73	35
Science	\$195,270	\$5,516	\$200,786	202	124
Grand Total	\$941,755	\$48,926	\$990,681	1020	544

Out of Province Student Financial Assistance Programs

SAFA supports the administration of the following provincial and territorial student financial assistance programs:

- i. StudentAidBC
- ii. Alberta Student Aid
- iii. Saskatchewan Student Aid
- iv. Manitoba Student Aid
- v. Quebec Student Financial Assistance
- vi. Newfoundland Student Aid
- vii. New Brunswick Student Financial Assistance
- viii. Nova Scotia Student Assistance
- ix. Prince Edward Island Student Financial Assistance
- x. Northwest Territories Student Financial Assistance
- xi. Yukon Student Financial Assistance
- xii. Nunavut Financial Assistance for Students

⁴ Part-time for the Ontario Student Assistance Program (part-time) is defined as a student taking 59% or less of a full course load (40% or more of a full course load for students with a documented permanent disability can be defined as either full-time or part-time depending on the student's situation and level of financial support required).

Table 4.3 provides a breakdown of student financial applications received and processed by Province. For students where the funding province is noted as 'Ontario', the actual province of residency was unable to be determined as the student's permanent and mailing address on record was listed as Ontario.

Table 4.3. Student Financial Aid Applications by Province

Funding Province	Number of Distinct Students	
	2020-21	2019-20
Alberta	35	27
British Columbia	28	30
New Brunswick	2	4
Newfoundland (NL)	1	1
Nova Scotia	1	1
Prince Edward Island	3	1
Saskatchewan	3	4
Yukon	2	0
Ontario*	28	32
Grand Total	103	100

While applications received and processed by province remained relatively consistent from 2019-20 to 2020-21, the overall level of financial aid available to out-of-province students increased by 22% from 2019-20 (\$1,280,659) due to the increase in weekly funding maximums implemented by the Federal government. This increase would have impacted the federal loan portion of a student's out-of-province student aid package.

Table 4.4. Out-of-Province Funding by Faculty and Funding Type

Faculty	Grant	Loan	Total Funding	Total # of Unique Students
Arts, Humanities & Soc. Sci.	\$48,426	\$268,101	\$316,527	23
Business	\$11,853	\$54,225	\$66,078	4
Education	\$16,339	\$60,301	\$76,640	4
Engineering	\$65,434	\$189,190	\$254,624	20
Human Kinetics	\$4,743	\$35,037	\$39,780	5
Law	\$136,272	\$487,522	\$623,794	28
Nursing	\$15,145	\$19,520	\$34,665	3
Science	\$66,223	\$171,129	\$237,352	16
Grand Total	\$364,435	\$1,285,025	\$1,649,460	103

US Federal Student Aid

In 2020-21, 18 students were allocated \$244,889 in Title IV Federal Student Aid and 3 students were approved for \$62,909 in Sallie Mae Smart Option private loan funding (for US students).

Summary of Overall Government Program Support

In 2020-21, UWindsor's full-time and part-time head count for Fall 2020 totalled 16922 compared to 16491 in Fall 2019.⁵ Between the full-time and part-time financial aid programs, 8506 students received government financial aid support. Overall, approximately 50% of the University's full and part-time students (compared to 54% in 2019-20) received some level of government financial support and of the 15076 full-time undergraduate and graduate students, 53% were in receipt of OSAP (compared to 57% in 2019-20).

5. Financial Aid Summary

The following table provides a summary of all financial aid programs administered by SAFA in 2020-21 with comparing data provided for 2019-20 and 2018-19.

Table 5.0. Summary of Financial Aid Programs Administered by SAFA

Financial Aid Program	2020-21 Total Funding	% Change 2020-21 > 2019-20	2019-20 Total Funding	% Change 2019-20 > 2018-19	2018-19 Total Funding
OSAP Full-time	\$81,008,438	4%	\$77,450,234	-24%	\$95,789,081
Scholarships, Bursaries and Awards	\$12,101,435	-8%	\$13,010,631	9%	\$11,824,164
Out of Province Aid	\$1,649,460	22%	\$1,280,659	38%	\$799,713
OSAP Part-time	\$990,681	22%	\$773,343	-2%	\$788,041
US Title IV Federal Student Aid	\$244,889	-32%	\$323,207	-16%	\$373,437
Sallie Mae Smart Option Loans	\$62,909	50%	\$31,715	-40%	\$44,315
Grand Total:	\$96,057,812		\$92,869,789		\$109,618,751

Future Actions & Initiatives

- Continue to encourage staff to take advantage of annual training available through provincial and federal agencies as well as the tools and resources available through various financial aid platforms. In a rapidly changing environment, staff training and monitoring resource levels is essential to maintaining the integrity of our award and financial aid programs to support the students who rely on this funding.
- Continue to review our award management processes towards further simplifying the application process for students and streamlining administration.
- Design and implement a new award administration component to integrate the award application data, adjudication, through to the award disbursement process.
- Design and implement a new award management dashboard to support Advancement efforts, donor stewardship and faculties and departments as it relates to financial aid summary data.
- Improve communications with academic departments.
- Continue to review the administration of our institutional and donor-sponsored merit and need-based funding to optimize student recruitment efforts.
- Empower students through continued promotion of student financial literacy using materials developed by the Enriched Academy Program.
- Continue to improve processes and timing of funding notifications for students experiencing financial hardship early in the academic year.

⁵ <https://www.uwindsor.ca/institutional-analysis/overall-enrolment-data>

- Create a process to manage student loan default rates with exit counselling workflow when students withdraw or graduate in order to ensure that they are aware of their student loan responsibilities and do not enter into default.
- Review opportunities to provide more financial support to international, Indigenous, Black and First-Generation students.
- Transition our service area to a new, more robust student queuing system managed by QLess (Target date: Fall 2021).
- Transition our email communication to students to the Service Cloud platform (Target date: Fall 2021).
- Improve timing of student and donor communication through leveraging automated communication tools from within UWinsite Student (Target date: Fall 2021).
- Cross-comparison analysis data among other Ontario universities is currently not available. Approaching other institutions to prepare similar data to compare should be considered.

SAFA continues to work towards sustainment within the Financial Aid module of UWinsite Student. Sustainment involves the fixing and testing of customizations and training of functional staff to support the business processes while maintaining our core deliverables of providing scholarships, bursaries and financial aid to eligible students. As we move closer towards sustainment, we will begin to work more aggressively towards our future actions and initiatives.

Conclusion

Over the past few years, in response to the COVID-19 pandemic, we have made accommodations for students specific to the following, to support students and to assist students with maximizing their scholarship renewal and eligibility requirements:

- Aligned with the OSAP definition of full-time student (60% or more of a full course load or between 40% - 59% of a full course load for students with a permanent disability).
- Offered automatic exemptions to the continuous study requirement so that students would not lose periods of eligibility if they dropped to part-time or withdrew completely.
- Used a special cumulative average calculation for scholarship purposes averaging only a student's top 6 courses in 2020-21 for programs where 5 courses per term is the prescribed load and a student's top 8 for programs where 6 courses per term is the prescribed load.

Student Awards & Financial Aid is proposing to make these accommodations permanent going forward.

Recommendation for Senate Consideration

"Student Awards & Financial Aid will be proposing making these accommodations permanent going forward and a separate report will be prepared in the next few months to present to APC and Senate for consideration."

Activated Awards in 2020-21

Donor sponsored awards may be financed in 3 ways:

- 1) An annual donation of at least \$1,500 (minimum of a three-year commitment);
- 2) Presentation of a capital sum of at least \$25,000 for investment as an endowment (funds must be invested for one full fiscal year to generate sufficient interest income to support award expenditures);
- 3) A series of smaller donations for up to a period of 5 years to accumulate capital until the minimum \$25,000 endowment level is reached.

The following is a list of awards that were activated in the 2020-21 academic year.

Annual Awards

Andrew L. Precop Interdisciplinary Arts & Science Entrance Scholarship

Number of Awards: 1

Award Value: \$2,500

Terms: Awarded to a student entering directly from high school into first year, Interdisciplinary Arts & Science within the Faculty of Arts, Humanities and Social Sciences with the highest entrance average. The recipient must be registered as a full-time student and a Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Assigned. No application required.

Athanasios Pontikis Scholarship

Number of Awards: 1

Award Value: \$1,500

Terms: Awarded to an undergraduate or graduate student in any year or program. Based on academic achievement (minimum cumulative GPA of 80%) and demonstrated active involvement in University and community activities. Preference will be given to a student returning to University after a break in studies. Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Athanasios Pontikis is a big believer in higher education but was not afforded an opportunity to go to university himself. As an immigrant to Canada, he encouraged his children and members of his community to pursue education, and is never prouder than when someone realizes the dream of higher education. He was President of the Greek school of the Greek Orthodox Community of Windsor for many years, and he has been an active contributor to his community his entire adult life. In honour of his 90th birthday, this scholarship will help and honour a mature student who contributes to their community as they pursue a university education. Apply online.

Dr. Anthony N. Ezeife Math & Indigenous Education

Number of Awards: 1

Award Value: \$1,000

Terms: One award is available on the basis of academic performance to a graduating B.Ed student who has obtained an excellent average across their B.Ed. Math and Indigenous Education courses as per the requirements of the Faculty of Education and who has demonstrated commitment to equity and mutual respect during their two years as a student in the Faculty of Education. To be considered, students must be a Canadian Citizen, Permanent Resident or Protected Person. Students will be required to submit a short, written description illustrating examples of their commitment to equity and mutual respect in the community while a student at the Faculty of Education. This annual award was established in 2020 to

honour the career of Dr Anthony N. Ezeife. Dr. Ezeife was a Professor of Mathematics, Statistics, Science and Indigenous Education in the Faculty of Education. Apply on-line.

Dr. Kai Hildebrandt Part-Time Award

Number of Awards: 1

Award Value: \$833

Terms: Awarded to a part-time undergraduate student in the Faculty of Arts, Humanities, and Social Sciences, in any year of study, with a minimum cumulative GPA of 70% who is a life-learner. Preference will be given to a student returning to studies after an absence. Established in 2019 by a former faculty member in Social Work, Dr. Kai Hildebrandt. Apply on-line.

Dr. Susan Wendt-Hildebrandt Part-Time Student Award

Number of Awards: 1

Award Value: \$833

Terms: Awarded to a part-time undergraduate student in the Faculty of Arts, Humanities, and Social Sciences, enrolled in a program in Language, Literature and Cultures. Available to a student in any year of study, with a minimum cumulative GPA of 70%. Preference will be given to a student returning to studies after an absence. Established in 2019 by Dr. Susan-Wendt Hildebrandt. Apply on-line.

Gordon David Baillargeon Memorial Scholarship

Number of Awards: 1

Award Value: \$1,500

Terms: Awarded annually to a 3rd or 4th year student registered full time in Psychology or Social Work. A minimum cumulative average of 78% and demonstrated financial need is required. The recipient must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Established in memory of Gordon Baillargeon who graduated with a major in Psychology and who later returned as a part time student taking courses in Social Work. Assigned via on-line application process.

Liburdi Engineering Mentorship Award

Number of Awards: 2

Award Value: \$5,000

Terms: 2 awards valued at \$5,000 each, the Liburdi Engineering Mentorship Award will support senior level undergraduate students who are excelling in math and physics as a three-term stipend for tutoring their peers who are experiencing difficulty in their engineering program. Students are selected by the WINONE Office in the Faculty of Engineering in support of the WINONE Tutoring Program. Assigned, no application required.

Liburdi Engineering Undergraduate Scholarship in Materials Engineering

Number of Awards: 1

Award Value: \$10,000

Terms: One award available to a 3rd year Materials Engineering student based on achieving high academic standing at the end of year 2. This award is renewable in year 4 provided that the student continues as a Materials Engineering student and remains in good academic standing. Students must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status), residing in Ontario. Established in 2020 by Joseph Liburdi. Assigned. No application required.

Regis Ronald Plante Memorial Award

Number of Awards: 1

Award Value: \$500

Terms: One award made annually to a student registered in Year 2 of the Bachelor of Education program. Awarded on the basis of academic performance and financial need with preference given to candidates (i) enrolled in the Beginning Times Teaching service learning course #5207; (ii) who identify as Indigenous, and/or (iii) who demonstrate an interest in working with Indigenous school communities. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. This award was established in 2019 by the family in memory of Regis Ronald Plante (May 19, 1953 - August 27, 2018). Regis was born and raised in Windsor and was a graduate of the University of Windsor. He taught with the Windsor-Essex Catholic District School Board and retired from St. Joseph's High School. He was a dedicated and much loved teacher. His students and colleagues appreciated his sense of humour and his deep knowledge of religion and philosophy. Regis valued his French Canadian heritage and had a special interest in the history and welfare of Indigenous Peoples. Apply on-line. Refer to the uWinAward Application instructions.

Rosen Kirshen Tax Law Entrance Award

Number of Awards: 1

Award Value: \$3,333

Terms: One award will be presented to a Law student in their first year of study in the JD or Dual JD program with financial need. This award was established in 2020 by Rosen Kirshen Tax Law firm. Applicants must upload a Curriculum Vitae and prepare a response detailing their path to law school that will be included as part of the application process. Apply on-line.

Thomas E Nodder History Award

Number of Awards: 1

Award Value: \$2,500

Terms: Awarded to a full-time undergraduate student in any year of a History program. Based on good academic standing and engagement in History Department activities. Preference will be given to an applicant from the Windsor/Essex County area registered in year 3 or 4. Applicants must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Financial need may be a consideration. Apply online.

Scotiabank Scholarship for Law Students

Number of Awards: 1

Award Value: \$10,000

Terms: One award valued at \$10,000 renewable for 2 additional years to a Year 1 Law student who is interested in pursuing a career in the legal profession with the goal of supporting and advocating for anti-racism. This scholarship is open to all students however preference will be given to students who self-identify as a member of the Black, Indigenous or People of Colour community. Sponsored by Scotiabank, recipients of this award will also receive a stipend (of up to \$2,000) to cover the cost of travel, accommodations and meals for each first-year scholarship recipient to go to Toronto to participate in a 'Day on Bay St.' - a curated one-day symposium - if they so choose. If an in-person symposium is not feasible, every effort will be made to establish a virtual symposium to enable the scholarship recipients to meet with Scotiabank's executive team. Scholarship recipients will also be invited to give a brief presentation (optional) regarding their learnings to date about systemic racism in law during the

symposium. Scholarship recipients will have the opportunity to receive ongoing engagement, mentorship and coaching from Scotiabank and its partners throughout the duration of their three-year studies. Select recipients of the scholarship will also be provided an opportunity to interview for a co-op or internship opportunity at Scotiabank. Apply on-line.

Endowments

Dr. Edward and Mildred Rosenbaum Memorial Scholarship

Number of Awards: 1

Award Value: 1000

Terms: Awarded to a full-time undergraduate student in year 3 or 4 registered in the Odette School of Business with a focus in the finance stream. Preference will be given to students involved in the Odette Financial Markets Lab (OX) or the John Simpson Student Investment Fund. In the event of a tie, the scholarship will be awarded to the student with the highest grade point average. The Dr. Edward and Mildred Rosenbaum Memorial Scholarship has been established through the estate of Dr. Edward Rosenbaum and the support of Kaplan Professional. Dr. Rosenbaum was an esteemed business professor for the Faculty of Business at the University of Windsor until his retirement in 1994. Additionally, Dr. Rosenbaum successfully owned and operated his own CFA week long review program for candidates studying for the CFA exams before selling his business to Kaplan Professionals in 2002. Dr. Rosenbaum influenced the careers of many successful University of Windsor business alumni in the finance profession and respectively alumni of his own CFA review program across the globe. Apply on-line.

James Gauld Scholarship for LGBT+ in Chemistry & Biochemistry

Number of Awards: 1

Award Value: 1000

Terms: Awarded to a full-time undergraduate or graduate student in any year of study and in any program within the Department of Chemistry & Biochemistry. Applicants must self identify as LGBT+ and be in good standing with a minimum cumulative average of 75%. Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Apply online.

Dr. Jan T. Laba Memorial Bursary

Number of Awards: 10

Award Value: 500

Terms: Several bursaries are available to support undergraduate students in the Faculty of Engineering who are in good academic standing. This award is open to both domestic and international students who have demonstrated financial need. Apply on-line.

Dr. Howard D. McCurdy African Diaspora Memorial Scholarship

Number of Awards: 1

Award Value: 2500

Terms: Awarded to a full-time undergraduate student in any year of study in any Science or Engineering program. Applicants must self identify as being of black African descent and be in good standing with a minimum cumulative average of 75%. Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Dr. Howard D. McCurdy (1932-2018) was born in London, Ontario, and spent many of his early years in Amherstburg, Ontario. He went on to study at the University of Western Ontario, Assumption University, and Michigan State University, earning a doctoral degree in

microbiology and chemistry. Dr. Mccurdy lived a full life as a civil rights activist, politician, mentor and university professor. He joined the Science faculty of the University of Windsor in 1959. During his 25 years of service, he authored more than 50 papers, and served one term as Chair of the Biology Department. Dr. Mccurdy co-founded and was the first president of the Canadian Association of University Teachers. He served as a mentor to countless young people who went on to achieve success. He was the first tenured African-Canadian faculty member in Canada. He later served two terms as a member of Windsor City Council before being elected as a member of Federal Parliament for the New Democratic Party in 1984, becoming the second Black MP in Canada. Over his lifetime, Dr. Mccurdy was the recipient of several awards. Counted among them are the Canadian Centennial Medal, the Queen's Jubilee Medal, the Order of Ontario, and the Order of Canada. His political activism led him to establish and serve as the first president of the National Black Coalition of Canada, become an advocate of the Charter of Rights and Freedom, and land audiences with the Dalai Lama and Nelson Mandela. This scholarship has been established in his name to honor his many achievements, which with hope, will inspire excellence in students of African heritage as they seek to obtain their goals. Apply on-line.

Kathleen Anne Henderson (nee Glen) Memorial Award

Number of Awards: 1

Award Value: 1000

Terms: One award given each year either as a first year award, or as a renewal in the second year. Student must be enrolled in good standing in the consecutive Bachelor of Education – Primary Junior program. The award will be given in second year to the same student provided the recipient applies for the award and continues to meet all award criteria requirements. Preference will be given to graduates of Walkerville Collegiate Institute. Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Apply on-line. Established in memory of Kathleen Anne Henderson (nee Glen) BA' 74, BEd '75 by her family to commemorate her dedication to teaching and learning. Kathleen instilled the importance of education to her family, her friends and the students she taught. Apply on-line.

Kimberly Joyce Robinson Scholarship

Number of Awards: 1

Award Value: 1000

Terms: One award available to a second year, undergraduate student enrolled in the department of Civil & Environmental Engineering in the Faculty of Engineering who is in good academic standing. Awarded on the basis of financial need. Eligible candidates will be first generation post-secondary students who parents did not have the opportunity to attend post-secondary studies. Preference will be given to students who meet these eligibility requirements and who are also of indigenous descent. Apply on-line.

Krishan Duggal Scholarship for Undergraduate Math Excellence

Number of Awards: 1

Award Value: 1000

Terms: Awarded to a full-time undergraduate student after the first year of study going into year 2 in any program in the Department of Mathematics and Statistics. Student must have completed all year one required Mathematics courses. Based on academic achievement (minimum 80% cumulative grade point average and major average). Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Assigned. No application required.

PROLANN Group Engineering Scholarship

Number of Awards: 1

Award Value: 1000

Terms: Awarded to a full-time undergraduate student in Year 2, 3 or 4 of the Mechanical, Automotive & Materials Engineering program who is a resident of Windsor/Essex County. Based on good academic standing and financial need. Applicants must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Preference will be given to a student who has consistently achieved high grades throughout their undergraduate education. Apply on-line.

Robert A. Temple Environmental Experience Scholarship Fund

Number of Awards: 6

Award Value: 4000

Terms: Awarded to students in Environmental Studies and Science who are currently in third year of study and who plan to continue their studies at the University of Windsor in the School of the Environment in the following academic year. Scholarships may be used for a variety of placements or other activities that provide experiential learning opportunities that are applicable to academic pursuits at the University of Windsor, and future career aspirations. The successful candidates will be responsible for identifying and securing placements or other activities, which are subject to approval by the Director of the School of the Environment. Student initiative will be essential in identifying applicable opportunities. Candidates are particularly encouraged to pursue innovative experiential learning opportunities that will provide relevant and appropriate environmental knowledge and training, through which participating organizations (if any) will benefit from their contributions. Potential eligible activities include, but are not limited to internships, exchanges, field schools, field camps, short courses, and conferences. Depending on the cost and duration of individual activities, multiple opportunities may be considered under the condition that the activities are applicable, complementary, and the total cost of these activities will not exceed the time limit or value of the award. A list of potential activities will be maintained in the School of the Environment and will be provided to successful candidates to assist them in identifying relevant and appropriate opportunities. Scholarships will be awarded for relevant international or domestic opportunities. Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). A student may only receive this award once. Refer to Special Instructions for Application Information.

TELUS Chancellor's Leadership Scholarship

Number of Awards: 1

Award Value: 2000

Terms: Awarded to an undergraduate or graduate student in any year or program. Based on demonstrated evidence of leadership and desire to expand leadership skills on campus and in the greater community. Candidate must demonstrate leadership and should reflect one of the 4 pillars of the Chancellor's Leadership Series (Innovation, Entrepreneurship, Sustainability, Diversity). Applicants must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). A student may only receive this award once. This award reflects the philanthropic commitment of TELUS to drive positive outcomes through giving and to enhance the leaders of tomorrow and was created through a gift from TELUS and in support of the Chancellor's Leadership Series. Apply online.

Contact Information

Date: October 21, 2021

Prepared by: Marian Doll, Director
Student Awards & Financial Aid

**University of Windsor
Senate**

5.8.1: **Senate Meeting Scorecard**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the Senate Meeting Scorecard be approved.

Rationale:

- Creating a meeting evaluation/scorecard would enable the Senate to evaluate its performance and make improvements as needed. See below for scorecard.
- REB was consulted and this was determined to be exempt from REB review under TCPS2 2.5.
- The scorecard will be issued once a semester covering the preceding Senate meetings during that semester (likely December and May). Participation is voluntary and anonymous.
- The Senate Governance Committee will review the results of the scorecard, prepare a summary for Senate, and make recommendation for changes, as needed, based on feedback received.

Senate Meeting Scorecard

An evaluation of the Senate meetings from XXXXXX has been set up in Qualtrics and will remain open until XXXXX [one week].

Q1: Senate Meeting Attendance for the XXXX Semester

- I was present (in-person or remotely) for all of the meetings in the XXXXX semester.
- I was present (in-person or remotely) for most (>50%) of the meetings in the XXXXX semester.
- I was present (in-person or remotely) for some (<50%) of the meetings in the XXXXX semester.
- I was not able to participate in any of meetings for this period. (Go to end of survey)

Q2: Senate Meeting Evaluation for the XXXX Semester

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Materials: Agendas and supporting documents were made available five calendar days prior to the meetings to allow sufficient time to prepare; documents, presentations, and decisions requested were clear and easy to understand, providing enough information and context to enable the Senate to discharge its responsibilities.	<input type="radio"/>				

Presentations: Those presenting during the meetings were prepared and effective, and information was appropriate, interesting and relevant.

Participation: All Senate members were encouraged to participate.

Participation: The level of participation and contribution from members was appropriate.

Senate Role: Senate performed its governance role (*i.e.*, focused on the mission of the University, academic strategic directions, programs, and policies; and discussion and decision-making supported the best interest of the University) and did not become overly involved in operational issues.

Leadership: The structure and leadership (Chair) of Senate meetings encouraged thoughtful and respectful discussion; time for discussion/debate was adequate – all sides were heard and decisions reached, as appropriate.

If you answered "Somewhat Agree", "Disagree", or "Strongly Disagree", please explain. This will provide context to as results are reviewed and enable improvements to be made.

Q3: Overall Senate Meeting Assessment for the XXXX Semester

Rate the meeting on a scale of 1-10: Very Effective \rightarrow Ineffective
10 9 8 7 6 5 4 3 2 1

If you answered "7" or lower, please explain. This will provide context as results are reviewed and enable improvements to be made.

Q4: Additional Comments:

1. What did you find to be of most value?

2. What could have been done differently to make the meetings more effective use of time?

3. Are there any other comments or questions you would like to share?

**University of Windsor
Senate**

5.9.2: **Update on: Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education**

Item for: **Discussion**

Background and Reports:

Excerpt from October 5, 2018 Senate Minutes

4.2 Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education
(See document Sa181005-4.2 for more details.)

It was noted that, while it is important that initiatives around indigenization of the curriculum be developed at the departmental level, there needs to be direction from the top to underscore the importance of these initiatives and encourage areas to act. Departments also need assistance with how to go about indigenizing the curriculum, and this should not fall disproportionately on the shoulders of the new indigenous faculty members. In response, it was noted that the Aboriginal Education Council has created a committee which will be working with Faculties on indigenization (currently working with the Dean of Science) and reporting regularly to the Provost with progress on initiatives. The AEC has extended an invitation to the new indigenous faculty members to join the Council.

Consideration might be given to creating a Senate committee to work at the strategic level to help move this forward. Or, to avoid duplication, the AEC might consider inviting a few Senate members to serve on its committee, thereby formally linking the two bodies. It was agreed that the Provost, working with the AEC, would be asked to report at the next meeting on the creation/expansion of a committee to provide strategic direction, and/or other suggestions to move this item forward. Members were encouraged to review Nipissing's Aboriginal Strategic Plan which was developed concurrently with Nipissing University's Strategic Plan.

See attached for reports:

- a. Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education
- b. Report of the Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education

Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education

From the December 8, 2017 Senate meeting:

The Aboriginal Education Council (AEC) has had the opportunity to discuss the *Recommendations of the Senate Working Group* report at their retreat on May 18, 2017. After working through the recommendations and discussion about the report with the President, the AEC has put together the following response for Senate's consideration.

The 12 recommendations were broken down into four areas: student oriented, indigenization of campus, history project and other. While there has been much progress and initiative on campus since the original report, the council feels that continuing a dialogue on the recommendations needs to be a priority. One way for the university to build relations with the Indigenous community is to work alongside the AEC. The following are the 12 recommendations divided into the four sections identified by the council with feedback provided on each item.

Student Orientated:

#2 The University of Windsor should work with Turtle Island and the AEC to better recruit First Nations, Métis and Inuit students and to ensure their access to support and their success. This will address the TRC Call to Action to address the backlog of First Nations students seeking university education.

In order to address this recommendation, the University of Windsor must develop a strategy for attracting, retaining, supporting and graduating Indigenous students. While these functions generally act independent of one another, a targeted approach is necessary if it is to ensure success of these students.

A strong area of interest for Indigenous students is taking programs with Indigenous content. The Indigenous Scholars Program is an exciting initiative because it has the potential to recruit faculty that could develop an Indigenous Studies program at the university. This in turn, will help with the recruitment of students. In addition to students having representation in the classroom, the university should consider a commitment of not only Indigenous faculty but staff as well. Students who see a reflection of themselves in their environment are more likely to succeed.

An important component of ensuring student success is providing cultural support services like at the Aboriginal Education Centre. If the university is looking to act on the 12 recommendations, providing additional resources and support to the centre will need to be a part of the overall strategy. Additional funds committed to the programming at the Centre beyond the Postsecondary Education Fund for Aboriginal Learners (PEFAL) that come directly from the province would demonstrate a commitment as well as exploring the option for additional staffing. With increased awareness on campus concerning Indigenous content, it has created a new demand for resources that the centre is currently expected to fulfil.

*#6 The space allocated to The Aboriginal Education Centre -- Turtle Island should be reviewed as part of the Campus Plan so that space is allocated to make Turtle Island the "hub" of Indigenous culture on this campus. The space should provide for community use and class-room related activities, and promote dialogue between Indigenous and non-Indigenous students and other members of our campus community. **See Appendix 2¹** on Aboriginal Centres in Ontario Universities.*

While the AEC understands that there is a re-envisioning process happening with the CAW, open communication about progress reports are not being communicated to interested parties. Any ongoing discussion and decision

¹ All Appendices mentioned hereinafter are attached in the original *Report of Senate Working Group on Benchmarking the University of Windsor in relations to Universities Canada 13 Principles on Indigenous Education*.

making regarding a new space on campus should involve staff, students and the AEC. This is an integral part of the relationship building that needs to happen between the university and the Indigenous community.

Commitment to current Indigenous students on campus is not being given priority with their critically under equipped space in the CAW Student Centre. If the re-envisioning process of CAW building is expected to take several years, the university must find a way in the interim to address the needs of these students.

#12 The University of Windsor should conduct an annual census of the following activities and report them on the University website as a means to resource and enable systemic and cohesive academic planning.

- a. indigenization of programs, courses and course content,*
- b. community-based initiatives contributing to indigenization such as National Aboriginal Day Celebrations² (June 21st) and Bookfest, among others,*
- c. community-outreach activities contributing to high quality K-12 experiences for Indigenous youth, and*
- d. research relevant to the wellbeing, history and culture of First Nations, Métis and Inuit communities.*

The Indigenous peoples page is a good first step to implementing this recommendation. Moving forward with its development, the page link should be added to the university's main landing page so that visitors to the website have easy access to the information. In addition to the university making information more accessible, the AEC is working on updating its information on the Aboriginal Education Centre website regarding membership, meeting minutes and contact information.

Indigenization of campus:

*#5 The University of Windsor should develop a sustainable strategy to indigenize and decolonize its curricula, particularly those of disciplines identified by the TRC Calls to Action. See **Appendix 1**³ concerning Strategies for indigenizing and decolonizing the curriculum undertaken by other Canadian universities.*

The AEC has taken it upon itself to assist with this endeavour and have organized the Brown Bag Series – The Road to Decolonizing your Pedagogy. While this is a first step, a campus wide strategy will demonstrate a commitment towards reconciliation. The AEC encourages all faculties to work together to develop a strategy on how to indigenize and decolonize its curricula so that there is a consistent effort. An initial first step would be allocating the resources by each department to developing this strategy.

In regard to the disciplines identified by the TRC Calls to Action we recognize the work being done in each area.

- Faculty of Law has established a TRC Steering Committee in addition to hiring 3 Indigenous faculty and developed the new position of Indigenous Coordinator. As well, a new mandatory course Indigenous Legal Traditions for all law students.
- Faculty of Education under the guidance of Dr. Doan had established Beginning Time Teachings program. We understand that this program is currently being reviewed, but is looking to build a sustainable program to educate teacher candidates with Indigenous content courses.
- School of Medicine has incorporated mandatory Indigenous cultural training for its medical students and is looking to further implement the calls to action.

*#7 The University of Windsor can serve as a role model to other institutions by providing meaningful funding in support of the 13 Principles, including assistance to help fund indigenization of conferences, visiting speakers/authors, theatre productions, panels, workshops, land-based learning and other such related events. See **Appendix 3** on How Universities are creating respectful, welcoming and equitable environments.*

The AEC supports this recommendation and suggests a committed pool of funding for those wishing to work on Indigenous topics. As it currently stands, the AEC does not have financial resources but received financial contribution from the Transnational Law and Justice Network to assist with the Brown Bag Series. A committed pool

² Now called National Indigenous Peoples Day which is in the process of becoming a statutory holiday.

of funding for projects like this will motivate future projects at the university regarding indigeneity and ensure the longevity of projects like the Brown Bag Series.

*#8 The University of Windsor should continue to address diversity in its hiring policy. Data from University of Windsor's 2011 Employment Equity Work Force Census indicates 1.6% of those responding to the Census self-identified as Aboriginal. Indigenization of the professoriate is also a part of the indigenization of the curriculum as discussed in **Appendix 1**.*

There continues to be much excitement amongst the AEC with the announcement of the President's Indigenous Peoples Scholars Program. The commitment for 5 tenure track faculty in addition to the Indigenous faculty already at the university demonstrates a commitment to indigenization of the professoriate.

In order to continue addressing issues of diversity there needs to be an assessment of the hiring practices and processes currently in place that contain barriers to Indigenous people (amongst other marginalized groups). The university could commit to employment equity by ensuring that targeted recruiting of Indigenous people takes place for all external openings. Consideration to barriers on issues such as rules of seniority need to be addressed between the university and unions. This barrier prevents advancement of career tracks for not only Indigenous people, but all members of equity categories. When these designated groups become staff, the current system inherently puts these applicants at a disadvantage. If the university is committed to addressing diversity, additional designated roles (including management positions) may be necessary to combat this.

An important role that the university should consider would be to hire an Indigenous recruitment officer. This would allow targeted recruitment in programs like the Aboriginal Post-Secondary Information Program (APSIP). Much like the University Information Program (UIP), respective universities send designated Indigenous recruitment officers to communities with targeted and culturally relevant information. A commitment such as this not only addresses diversity issues, but makes a commitment towards recommendation #2 with the recruitment of Indigenous students.

#9 The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and consultation with Indigenous communities, to make this possible across all Faculties and disciplines. For an example of effective academic planning see the report of Nipissing University at <https://www.nipissingu.ca/departments/indigenous-initiatives/nuace/Documents/STRAT%20PLAN%20web.pdf>

The most important element of this recommendation is coming to a collective understanding of what is meant by *consultation with Indigenous communities* and what consultation looks like from an Indigenous perspective. Moving forward, the *duty to consult and accommodate with Aboriginal peoples* is a framework that needs to be engrained in decision making with regards to Indigenous related matter.

A component of indigenization in academic planning could include adding a mandatory section in course planning that asks - How does this course/program include Indigenous content? Furthermore, making this a requirement of all new courses and programs will advance the commitment of decolonizing and indigenizing the university. Moving forward, the AEC is open to establishing a partnership on academic planning related to such matters.

History Project:

#11 The University of Windsor should support the Department of History to develop a public history project about the mission of the Assumption Church to the First Nations of the region. Although the Assumption Church and the Jesuit mission did not involve a residential school, it would be appropriate to create a public history project as a means to answer the TRC Call to Action 59 concerning the role of churches in colonization.

The AEC suggests that the proposed public history project should be expanded beyond the establishment of the Assumption Church and its mission towards area First Nations and that any such work should closely examine the First Nations themselves pre and post contact so that the university can have an accurate understanding of the history of the land that the university is situated on.

Other:

#1 The University of Windsor should implement an external review in order to gather further information about how best to implement strategies answering the TRC Calls to Action and the 13 Principles on Indigenous Education.

Since the benchmarking report took place, several initiatives have developed on campus to implement the TRC Calls to Action. The university has not devised a strategy on how to implement the calls to action and much of the work being done on campus is happening independently of one another. An overseeing body or designated position on campus could increase the efficiency and effectiveness of a strategy and reduce the redundancy in projects and resources. This is another opportunity for the university to look to increasing Indigenous staff on campus. A management position would address the disparity in the lack of representation in senior roles on campus.

#3 The University of Windsor should evaluate its Education programs in relation recommendations made in final Report of the Minister of the Department of Indian Affairs and Northern Development's National Working Group on Education, including the recommendation that "post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers..." (p. 43).

Going back to the importance of a designated Indigenous recruiter, this recommendation speaks to the importance of targeted recruitment of Indigenous students in particular, potential teacher candidates.

#4 The Faculty of Education at the University of Windsor should evaluate the opportunity to develop a Bachelor of Education in Indigenous Learning or its equivalent. Five Ontario universities now offer a Bachelor of Education in Indigenous Learning.

The AEC understands that discussion is already underway in the Faculty of Education in regards to new programming and is working towards addressing this recommendation and that of recommendation #3.

#10 The University of Windsor should establish a Memorandum of Understanding with the Walpole Island First Nation and its Heritage Centre. In addition, the University of Windsor should identify other opportunities to work more broadly with First Nations, Métis and Inuit communities.

The importance of a new MOU with the University of Windsor and Walpole Island has the potential to strengthen its relationship and look to help build capacity in the community. The expired MOU was primarily based on the view of research in the community. Relationship building between leaders in Walpole and the university will help prioritize goals of both parties so that it is a mutually beneficial partnership. Historically speaking, Walpole has had a very one-sided relationship with research being done in their communities. Building capacity will address this disparity and ensure the longevity of the partnership.

Further Comments:

The importance of an overall strategy to oversee and implement Indigenization at the University of Windsor is the driving force to address all of the recommendations in the Benchmarking Report. Moving forward, building a committee between Senate and the AEC will become necessary to further examine course of action on the recommendations. Again, resources and the involvement of senior administration and staff is crucial. As such, a task of this magnitude relies on the leadership and drive of all parties involved. Consideration should be given for an Indigenous designated role to help develop and implement a campus wide strategy. The AEC would lend its support to such a strategy and believes that it can also contribute to its success.

The Aboriginal Education Council would like to thank the Senate Working Group for putting together this report and pushing for a commitment from the university on matters relating to Indigenous education.

**University of Windsor
Senate**

5.2.1: **Report of the Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education**

Item for: **Discussion**

Forwarded by: **Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education**

**see report attached.*



**University
of Windsor**

**Report of the Senate Working Group on Benchmarking
the University of Windsor in relation to
Universities Canada 13 Principles on Indigenous Education**

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Report of the Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education

Prefatory Statement

The primary focus of the University of Windsor's response to the 13 Principles must be on indigenizing the University community. Information gathered for the Working Group's report indicates that the University of Windsor, like universities across Canada, has over many years developed some models and practices that:

- decolonize the curriculum,
- recruit and, provide services to, Indigenous students,
- engage in dialogue and research with Indigenous communities, and
- foster inter-cultural communication and knowledge.

It is clear, however, that many of these models and practices have not been resourced to ensure their sustainability. Some have lapsed. Others that could become a basis of systemic change throughout the University remain isolated in particular locations, such as the Faculties of Law and Nursing and the School of Social Work. The Working Group learned many initiatives remain isolated in individual units and unknown to others who, as a result, cannot work together to share knowledge and build upon successful initiatives.

The Working Group has looked at past and present models of practices both internal and external to University of Windsor that can sustain the 13 Principles. Benchmarking indicates the following as a way forward for the University of Windsor:

- We need to look back to what existed before to compare, understand, value and act upon what now exists at the University of Windsor and the education that it offers. What came before – inter-tribal treaties, Indigenous leadership and understandings of the land – needs to be acknowledged in order to guide the University.
- We need to gather different perspectives and versions of the past, particularly the past of the Indigenous people on whose land the University of Windsor is located. Knowledge of what came before, when based on sincere and respectful dialogue with Indigenous communities, can be a touchstone to guide and enrich the activities involved in benchmarking the University of Windsor today.

We must respond to the Truth and Reconciliation Commission (TRC) Calls to Action now by using the benchmarking exercise as a means to build upon past and present curricular and extra-curricular activities at the University of Windsor that implement the 13 Principles. We point to important examples such as:

- the Aboriginal Educational Council as an internal model of consultative governance that recognizes Indigenous communities, their leadership, knowledge and perspectives,

- the 4 Winds STEAM program as an internal model of how to fulfil the University of Windsor's responsibility to support K-12 education for Indigenous communities,
- a Memorandum of Agreement with the Walpole Island Heritage Research Centre, which has now lapsed, but while in effect provided opportunities for collaborative research of mutual benefit to the University and Indigenous communities,
- the land-based learning programs of the Faculty of Education,
- the core courses in Indigenous knowledge for health professionals in the Faculty of Nursing, and
- the Anishinaabe Law Camp that took place in April 2016 to engage faculty members in the Faculty of Law with Aboriginal laws, pedagogy, and land-based teaching and learning.

Benchmarking involves understanding the University as both a window and a mirror so that we look at, and sincerely evaluate, our practices, particularly our inter-cultural competency in all areas. We need to build greater acknowledgement and awareness of Indigenous history, culture and knowledge as well as create spaces and symbols on our campuses that welcome and acknowledge the traditional custodians of the lands on which the University of Windsor is located today. The University of Windsor should respond to the 13 Principles on Indigenous Education now. We can do so meaningfully and respectfully not simply by building upon our own and other universities' examples of best practices. More importantly, we need to be mindful of how through genuine dialogue we can learn as much from Indigenous communities as from other universities. We must also consider how to:

- ensure effective recruitment and professional development for capacity building of faculty, staff and students,
- provide to Indigenous communities access to the knowledge held by the University of Windsor as well as training to use digital resources for data management,
- support initiatives to revise and decolonize curricula in the ways most appropriate to individual disciplines, and
- ensure our responses to the Calls to Action are systemic and sustainable; this will require dedicated resources as well as a cyclical process of evaluation to ensure our responses are of mutual benefit to the University of Windsor and Indigenous communities.

The Working Group has gained, through its environmental scan, an understanding of the scope and kinds of information, which must be gathered to enable the University of Windsor to respond meaningfully to the 13 Principles. As a result, we recommend an external review to gather further information necessary to proceed. The community of faculty, staff and students of the University of Windsor must express renewed commitment to hear the voices of Indigenous communities and embrace their perspectives, history, knowledge and contributions. We need to listen and learn. We also need to provide greater access for Indigenous communities to the resources of the University of Windsor to ensure that we build a stronger and more just relationship.

Universities Canada 13 Principles on Indigenous Education

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.

Recognizing that other stakeholders have a role to play – governments, businesses, Indigenous organizations – university leaders also commit to the following actions to bring these principles to life:

- Raise awareness within institutions about the importance of facilitating access and success for Indigenous students on campus.
- Raise awareness among government partners and stakeholders of these commitments and the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth.
- Raise awareness in public discourse of positive Indigenous students' experience in university and their contributions to Canadian society.
- Develop partnerships with the private sector to foster opportunities for Indigenous people.
- Continue to listen to and collaborate with Indigenous communities.

Excerpts from Truth and Reconciliation (TRC) Calls to Action

The following information is cited from:

Truth and Reconciliation Commission of Canada: Calls to Action. Winnipeg: Truth and Reconciliation Commission of Canada, 2015.

Child welfare

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

- iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
- iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
- v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.

Education

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Language and Culture

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

Health

23. We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights,

and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Justice

36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.

39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.

Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Church Apologies and Reconciliation

59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Commemoration

83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

Media and Reconciliation

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Sports and Reconciliation

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal Rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Newcomers to Canada

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.

Environmental Scan of the University of Windsor in relation to the 13 Principles on Indigenous Education adopted by Universities Canada

Section 1: The specific remit given to the Senate Working Group was to benchmark the University of Windsor in relation to the document, Universities Canada 13 Principles on Indigenous Education (June 2013). The 13 Principles, as the Working Group discussed at its first meeting, identify and endorse actions to be taken by universities. The following environmental scan focuses on six actions relevant to the thirteen principles, which are intended to direct universities, such as the University of Windsor:

1. to recognize and act in accordance with the importance of the role of Indigenous people, particularly their representation in education leadership at all levels as well as the responsibility of universities to promote the value of partnerships, collaboration and consultation with Indigenous communities about the specific needs of Indigenous students.
2. to ensure Indigenous students' access to university education is supported by respectful, welcoming and equitable environments for them as students and members of the university and broader community, including providing resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
3. to be responsive by implementing initiatives and strategies to indigenize the curriculum in a manner that fosters education about Indigenous cultures, histories and knowledge for all students, and to provide non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures and beliefs of Indigenous people in Canada.
4. to foster intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
5. to build on successful experiences and initiatives in place at universities across the country, and share information within the institution and beyond to inform Indigenous students – both current and prospective – about services, programs and supports available on campus.
6. to take responsibility for the role of institutions, such as universities, to create an enabling and supportive environment for a successful and high quality K-12 experience for Indigenous youth.

In addition, the document Universities Canada 13 Principles on Indigenous Education states university leadership should commit to the following actions to bring the thirteen principles to life:

- 1 recognize the roles other stakeholders – governments, businesses, Indigenous organizations – can perform as partners in facilitating access and success for Indigenous students on campus.
- 2 continue to listen to, and collaborate with, Indigenous communities.
- 3 develop partnerships, including partnerships with the private sector, to foster opportunities for Indigenous people.
- 4 Raise awareness: within institutions about the importance of facilitating access and success for Indigenous students on campus; among government partners and stakeholders of the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth; and in public discourse about positive Indigenous students' experience in university and their contributions to Canadian society.

Section 2: The following section of this Report summarizes initiatives and strategies implemented or in development at the University of Windsor. This section of the Report is based only on initiatives and strategies reported to the Senate Working Group in response to its request to Deans for information. These initiatives and strategies:

- incorporate Indigenous histories, cultures, knowledge and perspectives in the curriculum of programs at the University of Windsor,
- promote mutually beneficial relationships through the presence of Indigenous people on our campuses as outreach staff, faculty, visiting faculty, guest lecturers, artists and advisers, sessional instructors, among other roles, and
- promote the recruitment, retention and success of Indigenous students in programs at the University of Windsor.

Aboriginal Education Centre – Turtle Island

The University of Windsor’s Aboriginal Education Centre receives funding from the Ministry of Training Colleges and Universities (MTCU) as a Postsecondary Fund for Aboriginal Learners (PEFAL), a special purpose grant to support services and activities to improve success for Aboriginal postsecondary students in Ontario. In order to be eligible for PEFAL funding, institutions must establish and maintain an Aboriginal Education Council (AEC). Membership on the AEC includes Aboriginal community members and members from the University of Windsor community and Aboriginal students. The Aboriginal Education Centre has representation on the Council of Ontario Universities, Aboriginal Reference Group. The Aboriginal Education Centre continues to develop and promote Aboriginal programming, student support services, research, and cultural activities across the university campus and with the local Aboriginal community.

The requirements for PEFAL funding can be grouped into three sections:

1. Baseline Data indicating Aboriginal student enrolment using the number reported in the Multi-Year Accountability Agreement, and graduation rates and where possible in the discipline of study and credential received.
2. On Campus Activities indicating Aboriginal student activities, commencement activities, institutional strategic planning, classroom presentations, community outreach and communication strategies.
3. Student Services indicating academic support programs peer tutoring and skills workshops, students at academic risk identification, skills assessment, study areas, and leadership training.

Aboriginal Education Council

Aboriginal representation includes membership on the University Senate (currently Paul Petahtegoose) and the Board of Governors (currently Dean Jacobs). The Aboriginal Education Council at the University of Windsor provides an advisory role to ensure the advancement of education in the Aboriginal community and to improve educational attainment levels and meet future labour market needs for Aboriginal people.

Community Partnerships

The Aboriginal Education Centre-Turtle Island assists with community research and seeks to attract more Aboriginal students to the University of Windsor. The Aboriginal Education Centre builds meaningful relationships with local and regional organizations including local schools boards and First Nations

schools and community services and agencies. Current efforts on campus include promoting Aboriginal perspectives and the recognition of Aboriginal cultures, values, language, and ways of knowing.

Programs and Services

Programs and services are specific to the needs of Aboriginal Learners. Recent developments include relocating to the CAW Student Centre to provide an open and accessible space. The Aboriginal Education Centre is developing and creating projects for an Aboriginal Centre seminar series. The Aboriginal Education Centre is part of a province-wide Aboriginal student awareness campaign, in collaboration with the Council of Ontario Universities-Aboriginal Reference Group. Soon, a digital story-telling project with videos, and the development of Aboriginal language labs will be available to encourage Aboriginal language development and skill development.

The AEC Strategic Plan

The Aboriginal community and the Aboriginal Education Council has now approved a comprehensive Strategic Plan. Critical steps to manage and guide the process included effective active engagement with key stakeholders. Through a detailed discussion the Strategic Plan increased communication and understanding as action steps towards a vision for students, staff, and community leaders. The final step of the Strategic Plan expressed an appreciation of the Aboriginal presence at the University of Windsor.

The Aboriginal Education Council has engaged in, and continues to define, opportunities as clearly articulated goals and objectives consistent with a Mission and Vision. These provide a sound foundation for an assessment of resources, an understanding of service users and how the Aboriginal Education Centre operates, and how to measure success. The role of people as knowledge creators and relevant data and information will be explored further. The Strategic Plan will be made available on the updated website of Turtle Island.

The University of Windsor's Aboriginal Education Centre forms the heart of support, activities, and communication for Aboriginal students and their home communities, as well as the broader community.

The Centre focuses on six main goals and their accompanying activities:

1. Increase the success of Aboriginal students, both in participation and graduate rates, by providing an atmosphere of hospitality and support by:
 - Developing culturally supportive services for Aboriginal students,
 - Facilitating communication between Aboriginal students, their funding agencies, and home communities,
 - Providing advice to students on how to effectively navigate the university system,
 - Communicating information to help Aboriginal students become more aware of services and support on campus, and making appropriate referrals to services and organizations both on and off campus,
 - Organizing and supporting social gatherings, orientation activities, student meetings, and study groups,

- Coordinating special projects and services, and
 - Connecting Aboriginal students to various scholarships and bursaries.
2. Inform Aboriginal community through the Aboriginal Outreach Program working in partnership with local Aboriginal agencies and school boards to:
 - Offer special programs such as the 4Winds STEAM (Science, Technology, Engineering, Arts, Mathematics) and Beginning Time Teaching Project, which incorporates cultural teachings from the perspective of the original habitants of North America into curricular lessons, and
 - Run the Turtle Island Summer Arts Camp for First Nations, Métis, and Inuit youth in grades 6, 7, and 8.
 3. Collaborate with University administration and Faculties to improve Aboriginal services and programs on campus including the development and expansion of Aboriginal courses in areas such as nursing, law, and ecology, as well as the hiring of additional Aboriginal faculty members.
 4. Assess needs of the Aboriginal community as well as current services and programs geared towards the Aboriginal population using quantitative and qualitative data.
 5. Raise sensitivity among both the campus and broader community for Aboriginal cultures, issues, and realities.
 6. Increase participation in decisions affecting Aboriginal people and post-secondary education.

SUMMARY OF COLLABORATIVE RESEARCH AND TEACHING PROJECTS

The Aboriginal Education Centre provides collaboration with Principal Researchers on research projects. Central, is to find an agreement to proceed with research that includes key benefits and impact components that focus on a partnership with the First Nation, including the need to provide a transfer of skills and intellectual development to the members of the First Nation, the sharing of information and data with the First Nation, support for the Aboriginal Education Centre at the University of Windsor, and providing updates on research and developments to the First Nation. For example, the Aboriginal Education Centre has involvement with the Walpole Island Heritage Centre and the University of Windsor. And the Aboriginal Education Centre consults with local school boards and First Nations schools to present the 4Winds Science, Technology, Engineering, Arts, Math (STEAM) and Beginning Time Teaching programs. This project implements a variety of Aboriginal youth initiatives for Science, Technology, Engineering, Arts and Math. Arts include Humanities and Social Sciences. All subjects are infused with an Aboriginal focus.

Dr. A. Ezeife, Faculty of Education, University of Windsor: The Aboriginal Schema as a Factor in the Teaching and Learning of Mathematics

A collaborative project with the Walpole Island Heritage Centre and the Aboriginal Education Centre to document and record language and mathematical concepts to use as teaching methods in the classroom. The research team had several visits with administrators, teachers and staff at the Walpole Island Day School, conducted interviews with Walpole Island language advisors, and employed two Turtle Island House students to conduct interviews and transcribe interview questionnaires.

Dr. D. Haffner, Great Lakes Institute for Environmental Research, University of Windsor, and Mr. D. White, Director of the Walpole Island Heritage Centre: Contaminated Sediments in the Walpole Delta: Relationship to Fish Consumption Advisories

An examination of the fish and wildlife and contaminated sediment found in the Walpole Island Delta through the collection of core sediment samples and zoobenthos at 10 sites to determine the effects of historic chemical loadings and water quality. Includes the collection of sediments, forage fish, mussels and wildlife samples for analysis and data. One guide from Walpole hired as an assistant, and technical assistance provided to the Walpole Island Heritage Centre by the Great Lakes Institute for Environmental Research.

Dr. Brent Angel, School of Social Work, University of Windsor: Predictors and Precursors of Chronic Health in First Nations

A survey collecting information from randomly selected adults on health related factors and behaviors, which are known to contribute to chronic health conditions. The research looked at patterns that contribute to chronic illness, to forecast how these patterns increase the likelihood of people developing serious and persistent medical problems. The project involve 13-reserve communities in Ontario and Quebec, selected according to population size.

Dr. Robert Arnold, Department of Sociology, University of Windsor, and Dr. Susan Evers, Department of Family Relations and Nutrition, University of Guelph: Health Across the Lifespan in an Aboriginal Community: An Examination of Nutrition, Physical Health, and Psychological Status Among Five Cohorts

Five interconnected studies, focused on the health of specific age groups at Walpole Island First Nation; young children, pre-adolescence, middle adolescence, parents, and older adults; Research is based on longitudinal data from six points, on over 100 variables, including health, nutrition and growth from birth through middle childhood.

Dr. Clinton Beckford, Faculty of Education, University of Windsor: Aboriginal Environmental Education Research

A study of the philosophy and attitudes of adults, children and the elderly on the Walpole Island First Nation with regard to lived experiences. The study resulted in a publication entitled, "Aboriginal environmental wisdom, stewardship, and sustainability: Lessons from the Walpole Island First Nation, Ontario, Canada," *The Journal of Environmental Education*, 41 (4), 240-248.

Dr. Lara Doan, Faculty of Education, University of Windsor and Mr. Paul Petahtegoose, Coordinator of the Healing and Wellness Program, Can Am Indian Friendship Centre, Windsor, Ontario: Connecting Networks for Success: Towards the Formation of An Urban Anishnaabe/Onkwehon:we (Primary/Junior) Program

A pilot study focusing on outreach and networking activities designed to recruit more Aboriginal students to post-secondary institutions.

Dr. S. J. Towson, Department of Psychology, University of Windsor: Better Futures for Bkejwanong: The Next Generation

A Social Science and Humanities Research Council funded project that extended the earlier Better Beginnings Program at the Walpole Island First Nation. The project involved the gathering and analysis of data on children born on the First Nation between 1994 and 1995, with the aim of making educational and comparative projections.

Presentations

First Nations in Contemporary Society: A presentation outlining pre-contact societies in North America.

Memorandum of Understanding: Walpole Island First Nation and the University of Windsor

An agreement to support partnerships and contributions, exchanges of information and recognition of research establishing a research understanding between the Walpole Island First Nation and the University of Windsor. The MOU has expired but can be used as a guide for researchers.

K-12 Experiences for Aboriginal Youth:

4Winds STEAM

To facilitate the overall success of Aboriginal youth in primary school education and to attract them to pursue post-secondary education and ultimately careers, in STEM and related areas. The 4WINDS-STEAM and Beginning Time Teaching involve Aboriginal students in grades 6 to 8, to increase their competence and confidence in the areas of mathematics, technology, scientific thinking, technical communication, Arts, Humanities and the Social Sciences, by engaging them in STEAM subjects and experiences that extend Aboriginal cultural practices in interacting with Nature for health, food, shelter and energy requirements. This program is designed by an interdisciplinary team consisting of educators, scientists and leaders of the Aboriginal community from Windsor and local school boards and First Nations educators.

Faculty of Education Beginning Time Teaching

Teacher candidates at the Faculty of Education acquire the opportunity to share knowledge about perspective and belief system of the Original Peoples of North America. Teacher candidates attend and participate fully with the oral method of learning. The Original People of North America have passed on their language, their belief system, cultural knowledge, history, as well as ceremonies based on the oral teaching modality.

Recruitment

The Aboriginal Education Centre assists with promoting awareness of the success of Aboriginal learners at University of Windsor, to prepare Aboriginal students as leaders, educators, and participants in academic community, business and industry.

- Promote a positive view and interest in PSE
- Profile Aboriginal learners (demographic, student life)
- Promote student success
- Provide critical information about PSE
- Identify Aboriginal learners in transition to PSE
- Engage with Aboriginal learners as a role model
- Work with Aboriginal communities to enhance PSE
- Increase awareness about PSE programs and services
- Increase accessibility to PSE
- Build and maintain positive relationships with Aboriginal communities
- Monitor and evaluate progress of AEC programs and services
- Develop and maintain web based information (programs, financial including band funding scholarships and bursaries, extracurricular activities)
- Highlight student role models (athletes, scholars, cultural experts, COU role model)
- Create ease of information and best practice catalogue

Challenges

- 50% of Aboriginal youth are not completing High School
- A disproportionate number of males are not attending/graduating from PSE
- The Windsor demographics, catchment area is relatively small (no nearby communities)
- The Aboriginal Post-Secondary Information Program is primarily designed for Liaison/Recruitment officers; Turtle Island is an Outreach program under the terms of the Collective Agreement, and therefore is limited in the type of information available for recruitment

Council of Ontario Universities – Aboriginal Reference Group

The Aboriginal Education Centre has representation on the Council of Ontario Universities, Aboriginal Reference Group. The Council of Ontario Universities Aboriginal Reference Group has produced a document on the self-identification of Aboriginal university students. The project develops a common self-identification mechanism to ensure: a broad understanding of collection initiatives to encourage the highest possible participation rate, and the development of a training kit to help front-line university administrative staff to answer questions regarding Aboriginal self-identification.

<http://cou.on.ca/papers/aboriginal-self-identification-project/>

Common University of Windsor Aboriginal Self-Identification Mechanism

1. Phase One:

Consultation with the University of Windsor administration to advise on a project work plan, and creation of a common Aboriginal student self-identification mechanism for full-time and part-time Aboriginal students attending the University of Windsor. Identify issues and/or opportunities related to Information Technology, Registrars information system and human rights based data collection, with a specific focus on Aboriginal self-identification. (D. Wilbur, M. Curran, K. Johnson).

2. Phase Two:

Development of operation, including advising and role models (COU Ambassador Campaign). Review of the self-identification mechanism. Similar to the consultation strategy related to the self-identification survey question, the strategy will involve discussions with key stakeholders at the university and may include the use of focus groups and a testing period.

3. Phase Three:

Implementation of a final common university Aboriginal learner self-identification data collection mechanism, the development and implementation of a targeted communications strategy to ensure a broad understanding of the data collection initiative and encourage the highest possible participation rate, and the development a training kit to help front-line university administrative staff, such as the university registrars, sensitively answer questions regarding the self-identification policy. See <http://cou.on.ca/key-issues/student-services/aboriginal-learners/>

The COU Reference Group on Aboriginal Education which is composed of Aboriginal members of our university community across Ontario promotes and facilitates opportunities for Ontario universities to engage one another in creating meaningful change to meet the needs of Aboriginal learners and communities.

COU, as part of its 'Let's Take Our Future Further' campaign, completed a resource website for Aboriginal learners in transition to Ontario universities in the first week of February 2016. COU's 'Let's Take Our Future Further' campaign, developed on behalf of the province's 20 publicly funded universities, aims to celebrate the achievements and contributions of Aboriginal learners and alumni at Ontario universities and to encourage current students to continue to pursue and complete their studies. The website showcases [thirteen videos of Aboriginal learners](#) who blazed their trail at university and encouraged others to do the same. The videos can be accessed at <http://futurefurther.ca/role-models/>

Faculty of Law:

The Faculty of Law has appointed two Indigenous tenure track faculty (both appointments funded by the SPF for 50 new tenure track faculty) to commence in the 2016-2017 academic year:

Valarie Waboose, an Indigenous scholar from the Walpole Island First Nation and the 2015-2016 Ron Ianni Scholar in Residence at Windsor Law, has been appointed to a tenure track position beginning in the 2016-2017 academic year. She teaches and researches in the areas of Indigenous Legal Traditions, Aboriginal Law and Residential Schools, and coaches the Kawaskimhon Moot team. She holds an LLM from Osgoode and, earlier this month, successfully defended her PhD thesis at Trent on reconciliation and the Residential Schools process. Valarie formerly acted as counsel to the Walpole Island First Nation and is a member of the Three Fires Midewiwin Society.

Jeffery Hewitt is General Counsel to the Rama First Nation and recently completed his LLM at Osgoode. He currently teaches at Osgoode as an Adjunct Professor (winning an award for his teaching) and is past president of the Indigenous Bar Association. His diverse research and teaching interests include Constitutional Law, Art and Law, and Alternative Business Structures. Jeffery holds a Gonthier Research Fellowship from the Canadian Institute for the Administration of Justice.

In addition, the Faculty of Law is in the process of hiring an Aboriginal Support worker.

1. Initiatives and Strategies currently in operation:

- the Ron Ianni scholar is residence: in the 2015-2016 academic year Valarie Waboose, taught courses in Indigenous legal traditions, Aboriginal law (i.e., how the Canadian state addresses its relationship with First Nations), and Residential Schools.
- Ms Waboose worked with Professor John Burrows, University of Victoria, on an Anishinaabe Law Camp for the Faculty of Law. This camp is modelled after a similar camp offered for Osgoode faculty and staff. The Camp occurred on site at Walpole Island between April 14-17, 2016. This Camp engaged with Anishinaabe laws, pedagogy, and land-based teaching and learning. Professor Waboose created a curriculum with Professor Burrows for this event. The first iteration of the program involves only faculty members but subsequent iterations may include students.
- a dedicated webpage for Aboriginal Student recruitment and activities: <http://www.UniversityofWindsor.ca/law/aboriginal/>
- Indigenous Law content in Orientation (including a visit by an Elder) and in the mandatory first year Access to Justice course.
- in September 2015 the Faculty of Law started a Truth and Reconciliation Steering Committee, co-chaired by the Associate Dean, Gemma Smyth.

2. Initiatives and Strategies in development:

A range of initiatives are being explored by the Faculty of Law Truth and Reconciliation Steering Committee. This committee, for example, is exploring initiatives to indigenize physical space through the use of art among other means.

Faculty of Nursing

- a) Indigenous content is embedded into core courses and one options course for senior students (see chart included below),
- b) Support is available for Indigenous students enrolled in the undergraduate program, and
- c) Dr. Heather Krohn established a Memorandum of Agreement with Walpole Island First Nation for research.

Information in the table below identifies courses that provide ongoing and specific curricular address to Indigenous Education topics within the Collaborative Four-Year Bachelor of Science in Nursing (BScN) Program.

Course	Course Type	Indigenous Education Content
63-388 - Community as Client Prof. Lucia Yiu	Core theory course Open to nursing students only	Course includes focused study unit content on Indigenous Peoples in Canada in terms of health status and issues related to health service access and utilization from a Canadian community health nursing perspective
63-399 - Selected Readings in Nursing Section 01 - Issues in Indigenous Health Dr. Heather Krohn	Open option theory course Open to nursing and non-nursing students	SIS Course Description: Exploration of theory, practice and research issues related to the health and health care of First Nations, Métis and Inuit populations in Canada. Among the topics covered, students will learn about the unique historical, sociocultural, environmental, political and economic factors which influence the health and health care experiences of Indigenous groups. Special emphasis will also be placed on strategies for promoting and evaluating culturally safe health care for Indigenous peoples. Offered in winter term 2012, 2013, 2016.
63-472 – Clinical Nursing Experience – Community Health Prof. Lucia Yiu	Core clinical practice course Open to nursing students only	In each of the fall and winter terms, four local Aboriginal health and social service agencies serve as clinical practice settings where a small number of 4 th year nursing students complete a full term working directly with First Nations and Métis staff, populations and programs
63-479 – Issues in Global Health Dr. Heather Krohn Dr. Lorna de Witt	Core theory course Open to nursing students only	Course includes focused study unit content on the health status, health determinants, health care priorities and human rights issues concerning Indigenous Peoples on a global scale (including the Indigenous Peoples of Canada)

Faculty of Education

- Education has a longstanding partnership with the Aboriginal Education Centre, and currently with them holds a substantial grant to fund the Beginning Time Teaching (BTT) course (**80-207**), with Paul Petahtegoose, who is currently the Acting Director, and Education Professor Lara. The BTT helps sponsor, for example, the STEAM project, which assists elementary school students in learning about STEM disciplines using Indigenous perspectives.
- The re-designed Bachelor of Education degree, significantly enhances student exposure to the cultures, epistemologies, and teaching and learning modalities of First Nations peoples. Beginning Times Teaching, previously an additional service course offered by the Faculty of Education was converted into a service learning stream within the program. This course, designed and facilitated through collaboration with local First Nations elders, involves sustained experiential learning, including a two and half day cultural camp in a rural setting outside Windsor, and opportunities for teaching placements in First Nations communities. A new required course for all Bachelor of Education Students, *Aboriginal Ways of Knowing*, emphasizes critical reflection on the politics of education and exploration of resources that enable teachers to better support Aboriginal learners. The course seeks to raise awareness of First Nations, Métis and Inuit culture, and pedagogies that support multicultural and inclusive classrooms.
- The B.Ed curriculum includes not only a required Foundation course in *Aboriginal Ways of Knowing*, but also a Service Learning course in *Beginning Time Ab/Original Teaching*, in which students participate in a series of learning experiences designed to increase their familiarity with traditional teachings and ways of knowing, including on-site participation in cultural life and traditional practices. Some teacher candidates in this course had a placement on a reserve.
- The Education graduate program features a Master's level topics course in *Issues in Aboriginal Education*. Dr. Anthony Ezeife and Dr. Karen Roland are researchers specifically in this area.
- Events such as our recent Social Justice Conference, which is a required event for all B.Ed students and which also brings in Associate Teachers, school board members, AEC representatives, and other members of the community, help teacher candidates to learn about Indigenous as well as refugee and other diverse needs and perspectives in the young people they will be working with.
- Education also works closely with other AEC associates to help sponsor conferences and trips for our students.
- Education recently offered a non-credit course in Anishinaabe language, in which all teacher candidates were invited to participate.
- Two courses **80-209 Issues in Education** and **80-204 Differentiated Instruction** are required foundation courses that address Aboriginal Education.
- In the 2016-2017 academic year all teacher candidates will take the new required foundation course **80-210 Aboriginal Ways of Knowing**.

Faculty of Arts, Humanities and Social Sciences: Indigenous culture, history and perspectives are included in **selected courses** across its AAUs and programs as outlined below.

Department of Communication, Media and Film: Topics relevant to the media and reconciliation are included in the following courses:

40-101 Introduction to Media and Society

40-203 New Media and Social Movements

40-225 Media Literacy

Department of English Language, Literatures and Cultures: In addition to the course **26-283 Native Literature**, the Department offers an additional 8 courses that include Indigenous literature and culture.

Dr. Suzanne Matheson in the Scholarship and Bibliography course invites tribal Elders into the classroom to talk about indigenous methods of record keeping such as wampum, or graphemes such as petroglyphs as alternates to the codex as part of the examination of “book culture” and “bibliography.”

Dr. Johanna Frank, when teaching Drama courses, or Writing about Literature, covers at least one play by a Chicana writer (Chicana is the crossroads of Anglo-Mexican-Indigenous, but, is directly involved with Native or Indigenous American culture).

Dr. Katherine Quinsey includes in the Animals in Literature course “Canadian and American Indigenous beliefs, traditions, and tales. There is some work in hybrid encounters, Euro-Inuit in particular, through the lens of animal experience and human-animal relations, in such books as *Julie of the Wolves*.”

Dr. Joanna Luft regularly teaches Tomson Highway's *The Rez Sisters* and Thomas King's "A Coyote Columbus Story" in her courses in contrast to Western “master narratives”.

Dr. Andre Narbonne has taught at least one course on Native Literature and regularly includes Indigenous authors in many of his other courses.

Dr. Mark Johnston teaches Tomson Highway's play, *Dry Lips Oughta Move to Kapuskasing* (and its various contexts) in his Drama of the Western World: The Comic Vision course 26-123.

Dr. Louis Cabri features Indigenous literature in 26-420 Special Topics Seminar, "Poetry and Cultural Studies", 26-416 Seminar in Canadian Literature, 26-361 Topics in Canadian Literature, and 26-366 Canadian Poetry.

Dr. Nicole Markotic features the work of Tomson Highway in her courses on Canadian Literature.

Dr. Karl Jirgens as Editor of *Rampike* magazine has published FNMI poets. Over the past 30 years *Rampike* has published dozens of internationally recognized Indigenous authors.

Marty Gervais, who teaches for the English Department and is Director of Black Moss Press, has published books by Indigenous authors, e.g. *Glass Beads*, by Sandra Lynn Lynxleg, 2013.

The Department has also engaged in collaborations that indigenize the student experience by having First Nations authors as Writers in Residence. Past Writers in Residence funded by the Canada Council for the Arts, the FAHSS Dean’s Office and the Department include Daniel David Moses and Marilyn Dumont. The Department with funding from the Ministry of Education and Turtle Island also hosted literary activities involving Indigenous authors and/or scholars at the University of Windsor, including in March 2016 Canadian Indigenous author Jordan Abel with collaboration from Susan Holbrook, Richard Douglass-Chin, and Carol Davison.

Department of History (an * indicates a course with a majority of Indigenous history content)

***43-114. Europe Encounters the World: The Age of Discovery, 15th-18th Century**

This course looks at the different forms of contact between Europeans and the rest of the world during their first period of imperial expansion (15th-18th Century). Special attention will be paid to the discovery, conquest and settlement of India, Asia, and the Americas, as well as the relationship of Europeans with native populations of these continents.

43-243. Canada from Early European Contacts to the Origins of Confederation, 1600-1867

An overview covering Aboriginal societies, European colonialism, and the emergence of the Canadian federation. Areas may include native / newcomer relations, colonial culture and society, imperial conflict, and the origins of confederation.

***43-246. Aboriginal Peoples in Canadian History I: Beginnings to Mid-Nineteenth Century**

Aboriginal peoples and their impact on the history of Canada. Areas will include an overview of aboriginal nations, and the changing dynamics of the relationship between the First Peoples and Europeans.

***43-247. Aboriginal Peoples in Canadian History II: Mid-Nineteenth Century to the Present**

Aboriginal peoples and their impact on the history of Canada since 1850. Areas will include relations with the state, cultural, land and resource issues, and the politics and protest movements.

43-249. Women in Canada and the United States, 1600-1870

A social history from the period of Native-European contact to the mid-nineteenth century. Work, family and sexuality, cultural ideals, and political status and activism among women of Native, African and European origins will be examined.

43-272. Modern Latin America

Nation-states in Spanish America, Brazil and the Caribbean, from the revolutions of independence to the present. Covers patterns of political and economic development shared throughout the continent. Country and thematic focus may vary from year to year, and may include the Haitian, Mexican, and Cuban revolutions, modern military dictatorships, resources and the environment, and gender and ethnic relations.

43-403. Medicine, Healing and the Health Professions

A social history of medicine, including non-Western and unorthodox traditions, with a cross-cultural focus on healers and an emphasis on the evolution of the allied health professions. Topics may include the consolidation of biomedicine, women and Indigenous healers, the modern hospital, and the patient's perspective.

43-458. Early American History, 1600-1800

Selected themes in the political and social history of early American, which may include European and Native American contacts, the political and social development of the American colonies, slavery, war and society, the changing status of women, and the American Revolution and its aftermath.

(Prerequisite: 43-261 or consent of instructor.)

Department of Languages, Literatures and Cultures: has two courses on the Ojibwe language although these have not been offered for several years.

Department of Philosophy: Indigenous philosophy is discussed in 01-34-359, Women, Knowledge, and Reality.

As part of the curriculum revision in 2016, the Department of Philosophy will evaluate how best to incorporate Indigenous thought in courses.

Department of Political Science: First Nations issues are discussed in the following courses

02.45.100 Introduction to Canadian Government and Politics

- Includes study of the role of Aboriginal Peoples in constitutional politics and Aboriginal self-government.

02.45.204 Quebec Politics Issues (in French)

- Includes study of Aboriginal politics in Quebec.

02.45.214 Legal Process in Canada

- Includes study of Aboriginal courts.

02.45.314 Constitutional Law and Politics in Canada

- Includes study of the role of Aboriginal Peoples in constitutional politics and Aboriginal rights in the Canadian constitution.

02.45.411/02.45.514 Canadian Politics: Participation and Processes

- Includes study of Aboriginal nationalism.

Department of Psychology:

Dr. Katherine Kwantes, Director, Centre for Culture and Organizational Research, and Professor, Industrial/Organizational Psychology, has been awarded a 2016-2017 SSHRC Connection Grant for a conference that aims to understand the experiences of Aboriginal Canadians in the workplace. The conference established connections with a significant number of Aboriginal communities and organizations as participants and collaborators. The overarching goal of this conference is to increase understanding of Aboriginal experiences in the workplace that can then guide collaborative research and interventions to address common challenges faced by Aboriginal and non-Aboriginal employees and employers, to increase workplace well-being and satisfaction and decrease turnover of Aboriginal workers.

The Higher Education Quality Council enlisted Applied Social Psychology doctoral candidates, Twiladawn Stonefish, Ashlyne O'Neil and Joan Craig, to survey provincial colleges for the study, The Recruitment of Underrepresented Groups at Ontario Colleges: A Survey of Current Practices. Their report can be read at <http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Recruitment-of-Under-represented-Groups-toOntarioColleges-A-Survey-of-Current-Practices-.aspx>

Department of Sociology, Anthropology and Criminology includes First Nations subject matter and perspectives in the following courses:

48-241 Race and Ethnicity

48-340 Food and Global Sustainability

48-368 Policing and Security

48-352 Citizenship, Rights and Social Justice

48-640 Race and Ethnicity

School of Social Work:

47-503 and 47-622, which are graduate Social Work policy courses, discuss the First Nations/Aboriginal reality. Moreover, as this is a major Social Justice issue for Social Work, other courses do address this issue. In 47-371 the Field Staff purposely reach out to First Nation partners to provide an orientation to students. In the first year the orientation was taught, Cecile Isaak and his wife from Walpole Island First Nation presented to the course on First Nations history, culture issues and strengths. Cecil Isaak has been a Field Staff /Instructor.

In 2013 Social Work approached First Nation service agencies as partners in educating 3rd year Social Work students. They have a First Nation and Métis front line providers group that meets each month. This as an opportunity for future Social Workers to gain knowledge of what First Nation and Métis front line providers felt a Social Worker should know about their history, culture, strengths and services. These sessions included Elders sharing, drumming, singing, personal sharing around the impact of the residential school system, the reclamation of cultural identity, etc. Some of the presenters were Field Instructors and some were recent graduates of the University of Windsor Social Work program. One of the course assignments was for the students to do a reflection on this experience. The School has invited First Nation and Métis front line providers back each year and they've brought in current developments such as legislative changes, the Idle No More movement and, this year spoke to the Truth and Reconciliation Commission's Calls to Action. This annual event ensures that all of Social Work undergraduate students receive some experiential learning directly from First Nation and Métis peoples. It has also been effective in building a respectful relationship with our regional First Nation community.

Based on the belief that some of the most powerful learning for Social Work students will come from First Nation and Métis peoples themselves within their communities, the School has expanded the number of First Nation field sites. These placements have been made available to some First Nation students, at both the graduate and undergraduate level, but the School has also placed non-indigenous students in these locations. These experiences have been positive for students and they are able to infuse discussion in their field integration course to the benefit of other students. One of these graduate students was hired on the reserve where she had her field placement. The following is the list of First Nation, Métis and Inuit organizations Social Work students have been placed with, six of which are located on reserves:

- The Metis Association of Canada – Windsor office
- The Department of Health –Arviat, Nunavit, Kiallig Region – Mental health and Addiction Service
- Amjewnaang First Nation (Chippewa of Sarnia) – Family Health Team
- Oneida First Nation – Health Centre
- Turtle Island – University of Windsor
- Ska Na Family Learning Centre
- The Aboriginal Child Resource Centre – Windsor
- CanAm Indian Friendship Centre
- CanAm Urban Homes
- Chatham Kent Health Alliance (serving Walpole Island and off reserve)
- Aunqamzin Centralized Services – Moraviantown
- Chippewa of the Thames – Family Health Team

Selected Social Work Research and Social Policy Reports: Mary Medcalf has facilitated meetings with First Nation communities to look at wellbeing issues for First Nation youth. She has authored 3 reports based on the outcome of these meetings. Dr. Robin Wright's National Arts and Youth Demonstration project (NAYDP) had one research site focused on the First Nation/Aboriginal Youth in Winnipeg, Manitoba. Dr. Brent Angell (Principal Investigator) Dr. Suzanne McMurphy (Co-Investigator) conducted a research project on "Understanding and Reducing the Impact of Vehicular Injury in First Nations, Inuit and Métis Communities" with funding from Auto 21. The project focused on assessing and reducing injury related to motorized vehicle accidents involving Indigenous people living in First Nations, Inuit and Métis communities and other urban and rural locales in Canada. The work builds on the report of the First Nations and Inuit Children and Youth Injury Indicators Working Group (2010), which identified vehicular accidents as the leading cause of death of Indigenous children, youth, and young adults under the age of 25 years. Naomi Williams, who is a First Nation doctoral student in Social Work, has also been part of research in these areas.

School of Social Work recognition of First Nations: Chris Reid, who is a member of the Field Staff in Social Work, is developing a celebration of the new Social Work building to recognize the School's relationship with First Nations partners and their contributions to students' learning. This will acknowledge the School's establishment on First Nation ancestral land, and provide an opportunity for consultation and discussion about the School's response to the Truth and Reconciliation Commission's Calls to Action.

School of Social Work Accreditation Requirements: New directions from the National Accreditation Executive will inform the School of Social Work's consideration of how best to adopt and imbed the 13 Principles on Indigenous Education into the curriculum. The School of Social Work Retreat in April had a First Nation/Aboriginal guest speaker, Dr. Joanne Sobek. The retreat focussed on integrating a required course at the BSW level. Discussion also ensued about consulting with our First Nation colleagues and Métis colleagues about embedding the 13 Principles on Indigenous Education into the pedagogy and the curriculum across the School.

Women's and Gender Studies Program: The IQAP review identified limited coverage of colonialism and indigeneity as a shortcoming of the program. Members of the Program agreed with this critique in our curriculum retreat in May 2015. Dr. Chris Greig volunteered to be the curriculum leader for indigenous issues.

53-202 Women, Race and Social Justice, a required course, begins with the experiences of Indigenous women in Canada and the efforts of Indigenous women to correct these historic and present-day wrongs. The point of view offered is that of Indigenous (feminist) women, and the reading materials are largely those written by indigenous scholars.

57-370 Mothering and Motherhood includes discussion of Indigenous cultures and perspectives.

On March 7, 2016 the Friends of Women's Studies hosted a panel on "Living Truth and Reconciliation: Exploring Issues Facing Indigenous Women and Girls Today" with Mona Stonefish, Anishinaabe Elder, Theresa Sims, Upper Mohawk, Turtle Clan, Elder for South West Detention Centre, Elder for Two-Spirit Community in the Windsor region, Katie Baltzer, Métis student, Beth Cook, Anishinaabe Kwe, member of Bkejwanong First Nation, Aboriginal student, member of Missanabie Cree First Nation Northern Ontario, Kimm Ghostkeeper, Anishinaabe Kwe. Dr. Cara Fabre was the moderator for this panel.

Faculty of Science: The Faculty of Science has outreach initiatives directed to K-12 education, including collaborations with Turtle Island, such as the 4 Winds STEAM program <https://www.steambtt.ca/>. The Faculty of Science has welcomed the participation of Turtle Island in the annual Science Rendezvous day for the past two years.

4Winds STEM: workshops were held in 2013. Dr. Mutus (Chemistry & Biochemistry) was involved in coordinating these workshops and applying for SPF funding. It combined “western” science with traditional ways of knowing and First Nations culture.

Let’s Talk Science (LTS) Arts Camp: Every summer Turtle Island House hosts an arts camp at Catholic Central High School, for elementary FNMI students. For the past two summers, LTS at the University of Windsor has participated by delivering a workshop on ‘art and science’. In the first year, Science brought home-made smart phone microscope stands and had the students use them to take photos of natural objects like leaves, bugs, etc, and they made collages on iPads. This past summer, Science did a workshop on natural pigments and dyes, and the students used things like turmeric and crushed blueberries to paint. Participants talked about how ancient pictographs were created (traditional knowledge) and discussed some optics and chemistry as well (light and colour, solubility, etc). Supplies for the microscope stand activity came from the Celebration of Success funding that was given to LTS at University of Windsor and TI House for FNMI Outreach.

Let’s Talk Science (LTS) Outreach: LTS has a focus on First Nations, Métis, and Inuit outreach. There is a national staff member devoted to this who helps individual LTS sites connect with FNMI communities and leaders. The University of Windsor outreach site has established a working relationship with Walpole Island. Science visits the elementary school and day care each at least once per year. Dr. Chuck Macdonald brought a group of volunteers to Walpole Island Elementary School this past November and spent a day, collaborating with some volunteers from Western, and delivered workshops to 9 classes. Dr. Macdonald also visited the Walpole Island during pow wows and set up a booth with hands-on activities. Russell and Danielle from Turtle Island participated and the LTS FNMI Coordinator for one of the pow wows two summers ago.

Let’s Talk Science is also putting together a group of coordinators whose sites are actively involved in FNMI Outreach in Southern Ontario. The first meeting was during the Central Regional Conference, which was hosted at the University of Windsor January 29-31, 2016.

Dr. Aaron Fisk (Earth and Environmental Science and GLIER) has extensive research initiatives in the north that involve collaboration and permission from the First Nations peoples.

Dr. Richard Caron (Math and Stats) indicated that individuals from Math had participated in symposia/events such as: Mathematics Education in Aboriginal Communities. The questions below were examined by a workshop on Mathematics Education in Aboriginal Communities led by Kanwal Neel (SFU) and Louise Poirier (University of Montreal). In what way or ways might the mathematics education community in Canada contribute to the development of these curricula, pedagogy, and resources? In what ways do the aboriginal sense of knowing effect the teaching of mathematics in aboriginal communities? Is it possible to separate the challenges of learning and teaching mathematics in the aboriginal community from those encountered for other disciplines? What type of education about aboriginal communities should teachers of mathematics receive? What types of programs might universities offer to help aboriginal students to make the transition into mathematics and science programs? How is mathematics viewed within the aboriginal community? How might the efforts of this working group be shared after the forum?

Awards, Bursaries and Grants supporting Undergraduate and Graduate Indigenous Students' Education:

Aboriginal Postsecondary Education and Training Bursary: The Government of Ontario has created a bursary fund for students of Aboriginal ancestry (Non-status, Métis, Bill C-31, Status, Innu, Inuit). Eligible candidates must be able to demonstrate financial need and provide documented sources of support. Candidates must also be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) residing in Ontario.

Chippewas of Mnjikaning / McCarthy Tétrault LLP Aboriginal Scholarship: Interest from this trust will be awarded to an Aboriginal Law student based on financial need, academic excellence and commitment to the Aboriginal community. Applicants must also submit "Letters of Support" documenting their involvement in the Aboriginal Community. The Mnjikaning First Nation and McCarthy Tétrault LLP established this scholarship in 2002.

Geoffrey H. Wood Native Bursary: Candidates must be of Aboriginal ancestry (status, non-status, Métis, Bill C31, Innu and Inuit), maintain satisfactory academic standing and demonstrate financial need.

Leroy Freeman Altman Memorial Award: One or more bursaries awarded annually on the basis of academic merit and financial need to students in a program of studies concerned with or of direct benefit to the Aboriginal community in Canada. Established in 1983 in memory of Leroy Freeman Altman, member of Walpole Island Indian Band.

Stuart H. Surlin Bursary for Aboriginal Students: In recognition of Dr. Surlin's interests in Aboriginal culture and values, a bursary fund has been established in his name to assist in-course Canadian Citizen or Permanent Resident (includes those with Protected Persons status) students of Aboriginal ancestry residing in Ontario in completing their studies at the University of Windsor. Bursary awards in varying amounts will be awarded to Aboriginal students according to financial need. A minimum cumulative average of 65% is required.

These are all listed on a document posted to the University website at the page for Student Awards and Financial Aid. Unfortunately, Aboriginal status is not a parameter that is built into the student award search on the portal so students are unable to specifically search based on that criterion. Indigenous students are able to apply to a whole host of awards that are specific to their program, year and average.

To view all of the awards available for a specific program/year/average, while you are unable to access the database via the student portal, you can view awards that students can access via the portal. Go to www.UniversityofWindsor.ca/sis. Then Log in using GUEST as you ID or click on the following links below:

Awards Information

- [Search and Apply for U of W Scholarships, Awards and Need-based assistance \(including the Work Study Program\) you may be eligible for](#)
- [Find General Information about an Award](#)

University of Windsor FNMI Student Enrolment data Overall Fall semester headcount (Undergraduate & Graduate)

Count of Aboriginal Students		Fall Semester				
Enrolment Status	2011	2012	2013	2014	2015	
Full-time						
Undergraduate	92	90	110	125	117	
Graduate	2	3	4	6	5	
Full-time Total	94	93	114	131	122	
Part-time						
Undergraduate	17	13	11	10	16	
Part-time Total	17	13	11	10	16	
Grand Total	111	106	125	141	138	

Undergraduate and Graduate FNMI Enrolment by Faculty (see page below)

Count of Aboriginal Students Fall Semester <input type="button" value="v"/>					
Enrolment Status <input type="button" value="v"/>	2011	2012	2013	2014	2015
<input type="checkbox"/> Full-time					
<input type="checkbox"/> Undergraduate					
ARTSS	64	55	60	63	68
BUS	5	4	9	11	8
EDUC	5	4	4	7	2
ENG	1	6	4	5	2
HK	7	7	9	10	9
INTFAC	2	4	3	3	4
LAW	1	1	6	5	6
NURS	2	2	5	8	7
SCIENC	5	7	10	13	11
Undergraduate Total	92	90	110	125	117
<input type="checkbox"/> Graduate					
GRAD	2	3	4	6	5
Graduate Total	2	3	4	6	5
Full-time Total	94	93	114	131	122
<input type="checkbox"/> Part-time					
<input type="checkbox"/> Undergraduate					
ARTSS	12	10	9	6	8
BUS	1	1		1	3
ENG	1		2		3
HK		1			
INTFAC					1
NURS	1				
SCIENC	2	1		3	1
Undergraduate Total	17	13	11	10	16
Part-time Total	17	13	11	10	16
Grand Total	111	106	125	141	138

Appendix 1: indigenization/decolonization of curricula through responsive academic programming, support programs, orientations, and pedagogies.

The environmental scan of the University of Windsor included in the Report of the Senate Working Group has a variety of teaching and curriculum-related activities in progress in a number of different academic department and faculties. These activities appear to have emerged on the basis of 'local' identification of need or individual recognition of an opportunity to take a step forward in a given course or program. Most of these activities, it would appear, are not the result of a cohesive or sustained policy or movement across campus. If we are to undertake an external review of the current environment at the University of Windsor, the review will likely show a range of dissociated of programs, and practices related to the theme of "indigenization of the curriculum". What, then, would a coherent and systemic approach to "indigenization of the curriculum" look like? How would a "made in Windsor" solution compare to initiatives in other regions and in other institutions?

We can look beyond our walls to see what other universities are doing in order to better inform our own process. Below are reports of work being carried out at other Canadian universities. This work includes committee deliberations, curriculum initiatives, policy development, workshops for professors, and conferences. All of these constitute components of what it takes to "indigenize the curriculum". Insights from other universities help us reflect on our practices at the University of Windsor and the considerations we might take into account as we move forward.

Examples of institutional definitions of indigenization in Canada

Indigenization at Camosun College, B.C. "Indigenization is the process of infusing Aboriginal knowledge and perspective into the structural layers of an institution."

"The goal is to create a more inclusive environment through the presentation of a different world view, and to enhance and enrich the educational and cultural experience of the educational community. This does not mean the institution is Indigenous-centred, but it does mean that consideration of Aboriginal issues comes 'naturally'. Purposes of Indigenization at Camosun College are to:

- develop and implement practices that ensure that Aboriginal students see themselves and their realities reflected in curriculum and service;
- ensure that non-Aboriginal students leave the college with skills and knowledge that enable them to work with and live alongside their Aboriginal neighbors knowledgeably and respectfully."

Indigenization of the curriculum at the University of Regina, Saskatchewan "The transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability." Indigenous Advisory Circle, University of Regina

A large number of Canadian universities are addressing, at various stages of development, the complex notion of *indigenization of the curriculum*. Some examples from coast to coast serve to illustrate the activities that typify this movement. The activities include environmental scans and committees formed

to study the issues involved in indigenization, policies regarding mandatory indigenous content, multi-day workshops to consider indigenization of the curriculum in some depth, language courses, and conferences on various aspects of the indigenous curriculum.

Simon Fraser University, for example, is at the “very early stages of an ‘indigenizing the curriculum’ initiative. In a personal communication in the month of January, Educational Consultant Janet Pivnick of the SFU Teaching and Learning Centre wrote: *“My first step is to connect with faculty who are involved with indigenous education to determine what they see the need as being. “Indigenizing the curriculum” means so many different things to so many different people that I am trying to ‘suss out’ what’s important here, in this context, for these faculty and students.”* Dr. Pivnick went on to explain that SFU is undertaking “an environmental scan...of work going on in this area across Canada.”

The University of the Fraser Valley appears to be further along in the process of indigenization of the curriculum. The UFV Director of Teaching and Learning, Maureen Wideman, in a personal communication in January, comments on the University’s progress: *“At UFV it is a goal to weave indigenizing ways of knowing and learning into each course. It is a tough sell, but we are getting there. Traditional disciplines i.e. chemistry, math, are beginning to understand that to indigenize is not just including content but includes how we teach and interact with students, as well. It is providing an environment for learning that is inclusive and appreciative of all who are in the room and acknowledging that. We are getting there.”*

An annual three-day faculty workshop is an indicator of UFV’s commitment to indigenization of the curriculum. In 2015 there were 22 participants, including 16 from across B.C. and about one-third who identified as indigenous. The workshop aimed at “course awareness” and “how to decolonize one’s curriculum”. The “very powerful” event “looked at outcomes, activities, readings, assessments, etc. as well as provided readings and background information on Indigenous culture and learning.” The University plans further workshops of this kind in May 2016. Organizers state that one of the keys to success is finding the appropriate, qualified facilitator.

The issue of introducing mandatory indigenous content is one to be handled with care according to some academics. The University of Saskatchewan has had indigenous content requirements in place for a long time. According to Assistant Professor Adam Gaudry, who is Métis, this is an important development in our universities, but, “decision-makers will need to think long and hard about how to ensure this effort achieves its goals.” Gaudry says that the application of the requirements differ across disciplines in the institution. To achieve the desired outcomes, Gaudry recommends that: *“Universities pursue three key components of implementation: a clear rationale for mandating Indigenous content, a critical mass of experts in the area with sufficient job security, and support for existing programs that have already been doing this work for years.”*

Brock University’s Vice-Provost Teaching and Learning, Anna Lathrop, has explained the University Senate Teaching and Learning Committee passed a motion to undertake a review of the University’s Indigenous education programming and support, and that it would be conducted “in light of the governance model reflected by the Two Row Wampum Belt”. Nearly 20 people responded to the call for committee members and “a small working group of 6 were selected to a) conduct an environmental scan of best practices; b) examine existing programs/supports offered at Brock; and c) develop a series of recommendations”. In a personal communication in January, Dr. Lathrop stated that “After a year of work, the working group has produced a document that will now be presented to the full committee (in February) and hopefully to Senate in March/April.”

In Atlantic Canada, recent reports indicate that Cape Breton University has developed a M'ikmaq history course that has attracted a great deal of interest. The new history course, a blended course offered both online and face-to-face, has attracted more than 2,200 registrants. Launched in January, the course is reported to cover "a range of topics, including the Mi'kmaq creation story, oral history, and traditions, as well as the legacies of residential schools and the impact of the Truth and Reconciliation Commission." Instructor Stephen Augustine is quoted as saying the course may become mandatory for all CBU students, regardless of program. The course is said to build on the courses offered at CBU in the past by drawing on the recommendations of the TRC.

Mount Allison is hosting an indigenous conference called "Expanding the Circle: Towards Cultural Proficiency" involving all levels of education, First Nations Communities, and the public. One of the three goals as stated in the conference announcement is to "find ways to begin the decolonization process of the curricula". It will take place on the Mount Allison campus in March.

Indigenization of the curriculum, at the University of Windsor as elsewhere in Canada, is a multi-faceted process involving personnel and professional development, policy, practices, and programs established and implemented by academic and support services across campus with the collaboration of the Indigenous community. As we take stock of the various activities already in place at Windsor, we should be mindful of the initiatives of other institutions in Canada in order to become aware of the many possibilities and challenges to progress and accomplishment.

Indigenous knowledge requirements

University of Winnipeg and Lakehead University: Starting next year, every undergraduate at these Universities will have to take at least one Indigenous Studies course. Fundamental knowledge might include a range of courses, including history focused on residential schools, or taking a course in an Indigenous language.

University of Regina: "Indigenization" is part of the institution's five-year strategic plan. All students in the Faculty of Arts must take an "indigenous course." In addition, Regina has initiated an Indigenous Advisory Circle to give guidance to the President and establish an Aboriginal Student Centre.

Mount Royal University (Calgary): The Strategic Plan includes establishing "Aboriginal-themed coursework" as a graduation requirement. The University is also developing an Indigenous research policy, a separate Indigenous student recruitment plan, new Aboriginal concentrations, aboriginally-themed field schools and an indigenous languages curriculum.

University of Saskatchewan Students' Union is asking that indigenous content be taught in every degree program.

Indigenization in the Strategic Planning of other Universities:

University of Fraser Valley:

Introductory statement to: "Strategic Planning Aboriginal Post-Secondary Education at UFV

<https://www.ufv.ca/media/assets/aboriginal-access/IndigenizingUCFV.pdf>

Introduction In September 2005, Aboriginal Access Services received Aboriginal Special Projects Funding from the Ministry of Advanced Education – Aboriginal Branch to work on the project Indigenizing our

Academy to strategically plan post-secondary education for Aboriginal communities in traditional Sto:lo territory. To begin the project, Mark Point was hired in October 2005 to consult with the Aboriginal community within the UFV catchment. Specifically he was talking to people about developing an Aboriginal Studies department, enhancing Aboriginal research capacity, boosting Aboriginal enrolment and improving retention and success of Aboriginal learners at UCFV. In September of 2006 he submitted a four page report containing his findings to UFV's Aboriginal Community Council.

Subsequent to his work and, more importantly, upon the recommendations stemming from Mr. Point's findings, UFV Aboriginal Access Services has worked closely with the Aboriginal Community Council Sub-Committee to develop plans and make recommendations for post-secondary education at and with the University of the Fraser Valley. The resulting Working Document is an integral part of this continuation. It is being circulated, as widely as possible, to Aboriginal leaders, Elders, community education staff and to Aboriginal educators to invite open discussion on the development and improvement of Aboriginal Post-Secondary Education Programs and Services with the University of the Fraser Valley. This paper invites Aboriginal Elders, leaders, educators, and individuals to provide their ideas, criticisms and recommendations to the working committee through the use of this document.

The University of Regina: Strategic <http://www.uregina.ca/strategic-plan/priorities/indigenization.html>

University of Regina's Strategic Plan -- Opening Statement on Indigenization:

Indigenization is one of the University's two overarching areas of emphasis, along with Sustainability.

The University of Regina is situated on Treaty 4 and Treaty 6 lands. Aboriginal students, employees and community members are welcomed and supported at the University of Regina. Since the inception of the 2009-2014 Strategic Plan, we have been focused on implementing important initiatives to support the success of Aboriginal students, faculty and staff on our campuses, and Indigenize the University. This momentum is embedded and expanded in the 2015-2020 Strategic Plan.

Indigenization Definition The Aboriginal Advisory Circle to the President (AAC) defines Indigenization as "the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."

Indigenizing the Curriculum:

Useful document: 100 WAYS TO INDIGENIZE AND DECOLONIZE ACADEMIC PROGRAMS

By Dr. Shauneed Pete (Executive Lead: Indigenization), University of Regina

<http://www.uregina.ca/president/assets/docs/president-docs/indigenization/Indigenize%20and%20decolonize%20university%20courses.pdf>

Some universities in Canada (see above), have initiated required studies to ensure that all students have at least a fundamental understanding of Indigenous culture. Consideration, however, should be granted to the differences between current pedagogical methods and what might be termed "Indigegogy" or an Indigenous teaching method, which offers alternate teaching and learning approaches and alternate world views without re-inscribing colonial perspectives.

Algoma University: Algoma and Trent stand out from an infrastructural standpoint among other Ontario universities. Algoma is located on the grounds of the former Shingwauk Indian Residential School, incorporating many of the original buildings. This, coupled with the fact that Algoma was given degree-granting abilities in 2008, has allowed Algoma to build an infrastructure which takes into account more fully the needs of the Anishinaabe communities that call the Sault Ste. Marie area home.

In 2006, Algoma signed a “Covenant with the Shingwauk Kinooamaage Gamig, a sister institution, which shares the campus and provides unique educational programming from an Anishinaabe world-view. Algoma also has a specific mandate from the Ontario government which focuses their attention on the needs of Northern Ontario and cross-cultural learning between the Anishinaabe Aboriginal community and non-indigenous people. Also as part of the mandate, the University is committed to the hiring of Anishinaabe people at all levels including faculty, administrative, and support staff. Algoma also has the highest percentage of Indigenous students of any Ontario university at around 13%. Further, Algoma has committed to providing Anishinaabe content in *all* courses offered at the school.

Trent University: Trent, on the other hand, has built much of their social science curriculum around Indigenous cultures and ways of knowing. Their Canadian History program and strong Indigenous history requirements make that program unique. Trent has also dedicated a tremendous amount of space on campus for Indigenous and non-Indigenous people to co-mingle and engage in cross-cultural activities. Trent also has a world-renowned Indigenous Studies department with programs in Indigenous Studies, Indigenous Environmental Studies, Indigenous B of Education program, Indigenous Studies MA and PhD programs. All these programs focus on Indigenous ways of knowing and incorporate the surrounding Indigenous communities.

Lakehead University and Laurentian University: Both Lakehead and Laurentian have new initiatives which will require an “indigenization” of their curricula. Laurentian’s Senate voted to require every student who receives a BA degree to complete six credits in courses with at least 50% Indigenous content.

Lakehead has a similar requirement which extends to *all* degree recipients. All Lakehead University degree programs have a 0.5 Full Course Equivalent course containing at least 50% (18 hours) of Indigenous knowledge and/or Aboriginal content.

Both Universities plan to implement these requirements starting in the 2016-2017 academic year.

Nipissing University: Nipissing recently released their Strategic Plan concerning Indigenous initiatives. The strategic priorities and action plans indicate Nipissing intends to build the kind of infrastructural support for Indigenous students, faculty, staff, and communities that can be found at Algoma and Trent. A PDF copy of the strategic plan can be found at: <http://nipissingu.ca/departments/aboriginal-initiatives/nuace/Documents/STRAT%20PLAN%20web.pdf>

Carleton University and Ryerson University: Carleton and Ryerson have both built impressive spaces for inter-cultural activities and support for Indigenous initiatives. Carleton’s website indicates its Centre for Aboriginal Culture and Education (CACE) is one of the largest of its kind at any Canadian university and offers many services including smudging and other cultural activities.

Ryerson has The Centre for Indigenous Governance (CIG). The CIG is less a space for students than a research centre dedicated to Indigenous issues. The Chair of the Centre is prominent Indigenous rights activist and academic Pamela Palmetier. The Centre focuses on Indigenous Governance as a whole through workshops, seminars, and training programs on Indigenous Property Rights, treaties, and law among other things. The Centre was partially funded by Hydro One, the Nuclear Waste Management Organization and Vale Inc.

Brock University: The Brock Student Development Centre published a study in 2014 called “The Aboriginal University Experience: A case study at Brock University” that critically examines the University’s role in the experience of Indigenous students. There were a number of recommendations made in the study about how to improve in this area. The study can be found at:

https://brocku.ca/webfm_send/33265

Various initiatives

- Many universities offer self-identification over the internet (for students to use any time, either before or after applying to the school).
- Some universities such as McMaster University and Queen’s University among others have dedicated student advocacy groups for Indigenous students that have similar powers and jurisdictions as larger student groups such as the UWSA.
- Many universities offer early move-in dates for first-year students living in residence.

Indigenization of the Professoriate: There are several examples of hiring practices and priorities going hand-in-hand with indigenization of the curriculum in Canada. As the University of Windsor and other universities move in that direction, they should consider the terms of career advancement for Indigenous scholars. At the point of engaging Indigenous faculty charged with the task of indigenization of the curriculum, perhaps certain questions should be considered regarding research in relation to tenure and promotion. For some faculty members, it may be relevant to extrapolate from the diverse research practices and modes of publication recognized by the University of Windsor, particularly in creative arts disciplines for which musical compositions, performances, and exhibits are recognized research. Community-based research and teaching may also provide established examples of recognized research practices at the University of Windsor relevant to researchers engaged in indigenizing research and teaching.

Appendix 2: Sample Aboriginal Centres in Ontario Universities—Physical Space

(Updated 24 Feb 2016)

University	Office	Facilities	Link(s)
Carleton	Centre for Aboriginal Culture and Education (Ojigkwanong)	A large centre, open concept, is 1,800 sq feet. Has a lounge area, a kitchenette, partitioned space with 8 computers and space for 2 laptops, and an office. Also has a small circular space for the Elders Space, a study room, and a very small phone room (6x6 ft) for privacy where students can make long distance calls to contact their home community. It is the only place on campus where people can smudge without special permission, which is equipped with a separate exhaust to ventilate. The centre was designed by renowned Indigenous architect Douglas Cardinal (designed the Canadian Museum of History)	http://carleton.ca/aboriginal/
Ottawa	Aboriginal Students Resource Centre	Has an Aboriginal Students Resource Centre in the same building where the Human Rights office is located. The Resource Centre has ½ of the first floor of a building that has 3 floors. The space is comprised of 4 offices and a boardroom	https://sass.uottawa.ca/en/aboriginal
Queen's	The Four Directions Aboriginal Student Centre	Has the Four Directions Aboriginal Student Center which has its own house and includes counselling, elder and programming services for Aboriginal students.	http://www.queensu.ca/fdasc/home
Ryerson	Aboriginal Student Services	Located in one of the oldest buildings on campus, Kerr Hall. It's an enclosed suite with 5-6 officer and meeting room. Across the hall is another suite with a lounge, computer stations, kitchen. There are two additional offices in proximity where the director and coordinator for the Aboriginal Education Council has an office. The Aboriginal HR consultant is housed in HR.	http://www.ryerson.ca/aboriginal/ http://www.ryerson.ca/aec/index.html

York	Centre for Aboriginal Student Services	Large reception area with a few offices off it: 3 offices for staff and 1 programs room for the Elders or writing instruction or work study students etc. Also have a multi-purpose room with computers.	http://aboriginal.info.yorku.ca/
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Appendix 3: What universities are doing to ensure respectful, welcoming, and equitable environments for Indigenous students as members of the university and broader community, including providing resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students.

Memorial University of Newfoundland

Services for Indigenous students are provided through the Aboriginal Resource Office (ARO). Staff includes a newly hired Aboriginal Cultural Education Officer, who is responsible for increasing education and awareness about Aboriginal populations.

1. Student Support and Referral
 - a. Support, guidance and encouragement provided on as needed basis
 - b. Counselling sessions provided as needed
 - c. Set up and pay for tutoring for Aboriginal students
 - d. Coordinate referral services for housing, childcare, secondary schools re off-campus resources
 - e. Provide information on policies and procedures (eg. Smudging Policy)
2. Cultural Programming
 - a. Provide opportunities for students to learn about various aspects of culture
 - b. Examples include Inuit drum-making session, dream catchers, sealskin crafts, dressing of a feather
 - c. Presentations by Elders and community on Smudging, the Moon Ceremony, and cultural medicines
 - d. Displayed Aboriginal themed videos
3. Social Activities
 - a. Offered each term to bring students together for informal events so that students feel more connected to the university and fellow Aboriginal students
 - b. Examples: boat tours, bowling, skiing, marshmallow and wiener roasts
4. Presentations
 - a. by ARO Staff to Faculty and Staff and external to the university
 - i. about Aboriginal cultures within Newfoundland and Labrador
 - ii. about the Aboriginal student experience
 - b. by well-known local and national level Aboriginal speakers to educate Memorial community on Aboriginal culture and history
5. Aboriginal Orientation to welcome students
 - a. Educate students about services
 - b. Tour of campus
 - c. Introduce new Aboriginal students to current Aboriginal students
 - d. Information sessions
 - i. ARO
 - ii. St. John's Native Friendship Centre
 - iii. Counselling Centre
 - iv. Academic Advising Centre
 - v. Writing Centre
 - vi. Library

6. Student Lounge: a safe and caring space for Aboriginal students
 - a. Computer access, printers and copier
 - b. Microwave, refrigerator, and snacks
 - c. Mid-week Munchies: ongoing outreach to Aboriginal students
7. Aboriginal Scholarship Book contains a list of internal and external scholarship available to Aboriginal students
8. Facebook Page (ARO Memorial) provides information about programmes and activities

University of New Brunswick

Services for Aboriginal students are provided through the Mi'kmaq-Wolastoqey Centre (MWC)

MCW Vision Statement

- Wolastoqey and Mi'kmaq identities, languages, values, beliefs, worldviews, ancestral teachings, way of knowing, knowledge systems and philosophies will flourish within University of New Brunswick
- While Wolastoqi and Mi'kmaq students attend UNB, they will be given opportunities to develop a strong cultural foundation as well as academic and professional skills
- Ultimately, all UNB students, faculty and administrators will be familiar with Walastoqey and Mi'kmaq histories, languages, worldviews, contributions, treaty rights and cultural, social, economic and political conditions

The Mi'kmaq-Wolastoqey Vision Statement embraces the principles of respect, sharing, harmony, acceptance and unity in diversity.

Support provided to Aboriginal students is framed in the Recommendations of the Truth and Reconciliation Commission (TRC).

1. Bridging Year Program for First Nations students who do not have required high school credits for admission to university. Courses cover topics relating to residential schools, TRC Recommendations and reconciliation
2. First Nations Governance and Leadership Program prepares First Nations students with skills to take leadership roles in their communities.
3. Connections with UNB Faculties to provide advice/guidance on incorporating Wolastoqey/Mi'kmaq content into curriculum and initiatives
4. Council of Elders provide guidance on development and implementation of programmes, services and initiatives with Wolastoqey/Mi'kmaq content
5. University President will be meeting with New Brunswick chiefs to discuss TRC
6. Recommendations
7. Speakers Series
 - a. Welcome to Our Talking Circle
 - i. Public lecture
 - ii. First one invited three survivors of Shubenacadie Residential School to speak of their experiences
 - b. Aimed at ways in which NB Student Alliance can support implementation of TRC Calls to Action

- c. Law Society Panel to share views on the meaning of reconciliation from an Aboriginal perspective
- 8. Medicine Wheel Garden: contains traditional medicinal plants
 - a. Planted by children and witnessed by Residential School survivors
 - b. Symbolises healing, regeneration, resilience and wellness among Residential School survivors
- 9. Lunch and Learn Sessions
 - a. Promote language and cultural activities for all students in informal setting
 - b. Focus on Residential Schools
 - c. MWC provides the feast
- 10. Cultural Activities aimed at establishing community-minded environment (home away from home) at MWC/UNB for students and their families
 - a. Basket-making, medicine pouches, drum-making,
 - b. Mini-socials
- 11. Partnership with National Centre for Truth and Reconciliation
 - a. 75-100 Residential School survivors gathered from PEI and NB First Nations
 - b. Survivors made recommendations to the National Centre for Truth and Reconciliation
- 12. Treaty Education Committee: make recommendations on the incorporation of treaty education into the curriculum of the public school system
- 13. Wellness Initiative: increase the overall wellbeing and community wellness of indigenous of Indigenous society
 - a. Raise awareness of culturally appropriate activities in Mi'kmaq and Wolastoqey communities
- 14. Research
 - a. SSHRC Project to examine how technology can be used to revive Wolsastoqey and Mi'kmaq languages and cultures
- 15. Post-secondary Education Training and Labour (PETL) Projects
 - a. Circle of Understanding
 - i. Event to honour Residential School survivors
 - ii. Annual themed Pow-wows
 - iii. Red Shawl Campaign to raise awareness of missing and murdered Aboriginal women among UNB faculty and students, as well as the general public
 - iv. Peace and Friendship Treaty Days to raise awareness of Peace and Friendship Treaties signed by the British Crown and Wabanaki Nations
 - v. Celebrations of Wolastoqey and Mi'kmaq Cultures
 - 1. One-day event
 - 2. Art showcase
 - 3. Museum artifacts display
 - 4. Storytellers, songwriters, traditional dancers, drummers/chanters
 - vi. Cultural Immersion for Faculty and Administrators
 - 1. In planning stage
 - 2. Also include Residential School survivors' experiences, TRC Calls to Action and path to reconciliation

- vii. Wampum Belt Project: a Wabanaki Belt replica was made to reflect a message of reconciliation among Anglophones, Francophones and Wabanaki nations
 - b. Developing Materials for Mi'kmaq and Wolastoqey Language Classes
 - i. Storybook: iBook featuring a traditional story recited in Mi'kmaq, Wolastoqey, French and English (nearly complete)
 - ii. Video Project featuring Wolastoqey and Mi'kmaq stories, songs, and worldviews; content provided by Elders in ancestral languages
 - iii. Language Committee consisting of language keepers
 - iv. Language Revival Strategy and Policy in process of developing a strategy and policy to continue language maintenance and preservation efforts
- 16. MWC has proposed the development of a reconciliation model that may be used within the NB context. Wolastoqey and Mi'kmaq traditional practices of reconciliation and forgiveness will guide the development of this model.

Recommendations of the Senate Working Group for Benchmarking the University of Windsor with the Universities Canada 13 Principles on Indigenous Education

1. The University of Windsor should implement an external review in order to gather further information about how best to implement strategies answering the TRC Calls to Action and the 13 Principles on Indigenous Education.
2. The University of Windsor should work with Turtle Island and the AEC to better recruit First Nations, Métis and Inuit students and to ensure their access to support and their success. This will address the TRC Call to Action to address the backlog of First Nations students seeking university education
3. The University of Windsor should evaluate its Education programs in relation recommendations made in final Report of the Minister of the Department of Indian Affairs and Northern Development's National Working Group on Education, including the recommendation that "post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers..." (p. 43).
4. The Faculty of Education at the University of Windsor should evaluate the opportunity to develop a Bachelor of Education in Indigenous Learning or its equivalent. Five Ontario universities now offer a Bachelor of Education in Indigenous Learning.
5. The University of Windsor should develop a sustainable strategy to indigenize and decolonize its curricula, particularly those of disciplines identified by the TRC Calls to Action. See **Appendix 1** concerning Strategies for indigenizing and decolonizing the curriculum undertaken by other Canadian universities.
6. The space allocated to The Aboriginal Education Centre -- Turtle Island should be reviewed as part of the Campus Plan so that space is allocated to make Turtle Island the "hub" of Indigenous culture on this campus. The space should provide for community use and class-room related activities, and promote dialogue between Indigenous and non-indigenous students and other members of our campus community. See **Appendix 2** on Aboriginal Centres in Ontario Universities.
7. The University of Windsor can serve as a role model to other institutions by providing meaningful funding in support of the 13 Principles, including assistance to help fund indigenization of conferences, visiting speakers/authors, theatre productions, panels, workshops, land-based learning and other such related events. See **Appendix 3** on How Universities are creating respectful, welcoming and equitable environments.
8. The University of Windsor should continue to address diversity in its hiring policy. Data from University of Windsor's 2011 Employment Equity Work Force Census indicates 1.6% of those responding to the Census self-identified as Aboriginal. Indigenization of the professoriate is also a part of the indigenization of the curriculum as discussed in **Appendix 1**.
9. The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and

consultation with Indigenous communities, to make this possible across all Faculties and disciplines. For an example of effective academic planning see the report of Nipissing University at <http://www.nipissingu.ca/departments/aboriginal-initiatives/Pages/default.aspx>

10. The University of Windsor should establish a Memorandum of Understanding with the Walpole Island First Nation and its Heritage Centre. In addition, the University of Windsor should identify other opportunities to work more broadly with First Nations, Métis and Inuit communities.
11. The University of Windsor should support the Department of History to develop a public history project about the mission of the Assumption Church to the First Nations of the region. Although the Assumption Church and the Jesuit mission did not involve a residential school, it would be appropriate to create a public history project as a means to answer the TRC Call to Action 59 concerning the role of churches in colonization.
12. The University of Windsor should conduct an annual census of the following activities and report them on the University website as a means to resource and enable systemic and cohesive academic planning.
 - a. indigenization of programs, courses and course content,
 - b. community-based initiatives contributing to indigenization such as National Aboriginal Day Celebrations (June 21st) and Bookfest, among others,
 - c. community-outreach activities contributing to high quality K-12 experiences for Indigenous youth, and
 - d. research relevant to the wellbeing, history and culture of First Nations, Métis and Inuit communities.